

**USING INDUCTIVE OR DEDUCTIVE  
METHODS IN TEACHING GRAMMAR TO ADULT  
LEARNERS OF ENGLISH**

**KÜBRA ŞİK**

**Master's Thesis  
Department of Foreign Languages Teaching  
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2014**

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**T.C.**

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**YETİŞKİNLERE İNGİLİZCE DİLBİLGİSİ ÖĞRETİMİNDE  
TÜMDENGELİM VE TÜMEVARIM YÖNTEMLERİNİN  
KULLANILMASI**

(Using Inductive or Deductive Methods In Teaching Grammar to Adult Learners  
of English)

**YÜKSEK LİSANS TEZİ**

**Kübra ŞIK**

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Aralık, 2014**

## KABUL VE ONAY TUTANAĞI

Yard.Doc.Dr. Mustafa Yavuz KONCA danışmanlığında, Kübra ŞIK tarafından hazırlanan “USING INDUCTIVE AND DEDUCTIVE METHODS IN TEACHING GRAMMAR TO ADULT LEARNERS OF ENGLISH” başlıklı çalışma 10/ 12 /2014 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından. Yabancı Diller Eğitimi Anabilim Dalı’nda Yüksek Lisans Tezi olarak kabul edilmiştir.

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### YÜKSEK LİSANS TEZİ

## YETİŞKİNLERE İNGİLİZCE DİLBİLGİSİ ÖĞRETİMİNDE TÜMDENGELİM VE TÜMEVARIM YÖNTEMLERİNİN KULLANILMASI

**Kübra ŞIK**

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Bu çalışma, yetişkin öğrencilere dilbilgisi öğretiminde tümdengelim ve tümevarım yollarının akademik başarıdaki verimliliğini ve öğrenci ve öğretmenlerin bu iki yöntem hakkındaki algılarını araştırmayı amaçlamıştır. Çalışmadaki uygulama nicel araştırma yöntemleri kullanılarak yürütülmüştür. Erzinan Üniversitesinin farklı bölümlerinden 190 öğrenci ve farklı eğitim kurumlarında çalışan 10 öğretim elemanı bu çalışmanın katılımcıları olmuştur. İlk olarak, A1 seviyesindeki öğrenciler “tümdengelim” ve “tümevarım” grupları olarak ikiye ayrılmıştır. Daha sonra öğrencilerin konularla ilgili geçmiş bilgilerinin etkisini ortadan kaldırmak için “Present Continuous Tense, Comparative and Superlative Form of Adjectives, Future Tense, and Past Simple Tense” konularını içeren bir ön test uygulanmıştır. Daha sonra dört hafta boyunca bu gruplara tümdengelim ve tümevarım yöntemleriyle dilbilgisi konuları öğretilmiştir. Dört haftalık eğitimin sonunda bir son test uygulanmıştır. Sonuçlar, “Deney Grubu Sonuçları” ve “Kontrol Grubu Sonuçları” olarak iki kısımda analiz edilmiştir. Son testten sonra da hem öğrencilerin hem öğretmenlerin görüşlerini almak için dönüt anketleri uygulanmıştır. Çalışmanın temelini testlerden ve anketlerden elde edilen sonuçlar oluşturmaktadır. Çalışmanın sonucu öğrencilerin akademik başarılarında tümdengelim yönteminin tümevarım yönteminden daha etkili olduğunu ortaya koymuştur. Bu çalışma, dilbilgisini tümdengelim yöntemiyle öğrenirken öğrencilerin kendilerini daha rahat hissettiklerini göstermiştir. Çalışmanın bir başka ana bulgusu ise öğretim elemanlarının tümdengelim yöntemiyle dilbilgisi öğretilmede kendilerini daha iyi hissettikleri olgusudur. Bu bulgular yetişkinlere dilbilgisi öğretiminde öğretim elemanlarının öğrencilerinin ihtiyaçlarını göz önünde bulundurması gerektiğini göstermiştir.

**Anahtar Kelimeler:** Yetişkin öğrenciler, Tümdengelim Yöntemi, Tümevarım Yöntemi, Dilbilgisi Öğretimi

## **ABSTRACT**

### **MASTER THESIS**

#### **USING INDUCTIVE OR DEDUCTIVE METHODS IN TEACHING GRAMMAR TO ADULT LEARNERS OF ENGLISH**

**Kübra ŞIK**

**2014, 130 pages**

This study aims to investigate the effectiveness of both deductive and inductive grammar teaching to adult learners of English and the perceptions of lecturers and adult learners about these two ways. The study was based on quantitative research design. 190 university students from various departments at Erzincan University and 10 English lecturers from different educational institutions were the participants of the study. At first, A1 level students were divided into two groups as “inductive” group and “deductive” group. Then a pre test including the grammar topics of “Present Continuous Tense, Comparative Forms of Adjectives and Superlative Form of Adjectives, Future Tense, and Past Simple Tense” was applied to the students to eliminate the effects of previous knowledge about the topics. After that, the grammar topics were taught inductively and deductively to the groups for four weeks. At the end of instruction, a post-test was carried out. The results were analyzed in two parts: “Experimental Group Results” and “Control Group Results”. After the post test, a feedback questionnaire about the perceptions of both the lecturers and the students was implemented. The data obtained through the tests and the questionnaires was the basis of the study. The results of the study revealed that deductive grammar teaching was slightly more effective than inductive grammar teaching considering the academical success of the students. This study shows that adult learners feel more relaxed while learning grammar deductively. Another main finding of the study is that lecturers feel better when they teach grammar deductively. These findings suggest that teaching deductively would be a more preferred way by language instructors.

**Key Words:** Adult Learners, Deductive Teaching, Inductive Teaching, Grammar Teaching

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## CHAPTER ONE

### 1. INTRODUCTION

Language learning has become important so the question of language teaching by means of different methods and ways attracts the attention of language teachers. Considering most of the educational systems and the needs of English language learners are considered, grammar teaching is seen to be one of the most controversial issues. Therefore, there is a growing demand to examine how the language teachers teach and practice grammar. Grammar is mostly seen as an essential part of language; therefore, teaching it is an indispensable part of language teaching. Grammar is defined as “The whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics.” (<http://www.oxforddictionaries.com/>). Grammar is also defined by Rutherford (1987), as “a necessary component of any language teaching programme” In terms of teaching all the grammatical systems and structures, grammar teaching is not only teaching to put words in sequence or just to form words, but also about teaching the meanings of the words coming together to create a sentence. When meaning is examined, Ur (1996) mentions “Grammar does not only affect how units of language are combined in order to ‘look right’; it also affects their meaning.” Although some language researchers (Prabhu, 1987) think that for language learners, meaning should be more emphasized than the form and the instructors should teach the language in order to convey meaning and for communication, some others (Dickins and Woods, 1988) think that being competent about the grammatical structures of a specific language is very critical because grammatical competence is acknowledged equal to being fluent in communicative skills. Although the perceptions about the value of grammar teaching has been changing, it has a pivotal role in ELT. In this regard, teachers who have a traditional view of language teaching may use explicit way of grammar teaching to present the structures; however, the ones who admit that learners can acquire the language without overt grammar instruction may utilize the implicit way

of grammar teaching. However, there is not a consensus about the effectiveness of grammar teaching.

Based on this question, it is the key point for the language teachers to choose the best way of teaching for the profile, needs and interest of the language learners. In grammar teaching, the age groups of the learners are basic determiners as well as the other characteristics of the learners to select the best method to teach. Although teachers may use realia, videos, games etc. with young learners, more instructional and more teacher centered methods are employed with adult learners.

There has been an ongoing argument about teaching grammar in class. Although for some teachers it is not vital to teach grammar in language classes separately because it is viewed as such a skill that learners may acquire when they are exposed to the language (Zhang, 2009), for some others language is a tool for communication; therefore, specific teaching of grammar doesn't contribute (Krashen,1982; cited in: Aydemir, 2007) . In addition to these ideas of teachers, most of the language educators and researchers think that all skills of language are in a circle and they should be taught in an order giving equal importance to all as language teaching is not only teaching grammar, vocabulary or reading (Cowan, 2009). Walter (2012) states that explicit teaching is obviously more effective than implicit teaching or not teaching grammar at all.

Indeed, grammar teaching is a must in language classrooms and adopting the most appropriate way to teach in the classroom according to student profile is an important issue. Teachers' transform their technical knowledge to practice may vary significantly. In this study, the effectiveness of inductive and deductive approaches in teaching grammar to adult learners of English is studied. Therefore, comparison of these two ways is mainly based on effectiveness.

### **1.1. General Background of the Study**

Grammar is described as “the study or use of the rules about how words change their form and combine with other words to make sentences” (<http://dictionary.cambridge.org>) It is understood from this definition that grammar is an essential part of language teaching because as language instructors, when we think



about grammar teaching in technical sense, language use requires producing sentences by combining the words.

Language teaching procedures do not produce exactly the same effect on different students, the essential point here is to select the best way in language teaching. More social and extrovert learners may have difficulty in learning through grammar drills although shy learners may feel better with them. The pedagogical options are not fixed in classroom environments, the implementation may be altered in accordance with some variables like students profile, needs and interests of the students.

There is a growing need to explore the effects of inductive or deductive ways. To understand better, distinction between deductive and inductive ways may be helpful to observe the ways of these two with explicit and implicit teaching ways. “An explicit approach to grammar teaching insists upon the value of deliberate study of grammar rule either by deductive analysis or inductive analogy. An implicit approach is one which suggest that students should be exposed to grammatical structure to acquire it as naturally as possible” (Scott,1990). Deductive teaching is defined as beginning with theories and progressing to applications of those theories and deductive teaching is the way of teaching starting with the examples and applications and students notice the theory (Prince and Felder, 2006). In inductive way, example sentences are the starting point of teaching and students are expected to notice the grammatical structure. In deductive teaching, teachers start by explaining the rule of a structure and then provide examples about it. Deductive way is directly related to explicit instruction which includes conscious learning in the basic understanding of required skills which can be built by means of exercises by the learners and learners are aware that they have learned something and can apply the structures. However, explicit instruction can be presented both by the inductive way and deductive way. In inductive way, learners are provided with the examples first and the learners are supposed to deduce the grammatical rules with the help of these examples. Implicit instruction, as well as explicit instruction, can include both deductive and inductive reasoning. In contrast to explicit instruction, in implicit instruction examples and illustrations are presented without giving the direct grammatical rules and learning occurs as an unconscious continuum. The process of implicit learning is similar to the process while acquiring the native language and explicit learning includes the processes like learning to play tennis.

There are some advantages and disadvantages of both ways. The deductive way may be effective with adult learners who already know the basic structures of the language. However, for young learners, who do not have background knowledge about the language, it is more difficult to apply deductive way and it is less advisable to present the rules that are complex in form and meaning for lower level of learners for cognitive reasoning. As indicated by many studies, the advantage of the inductive approach is that students can concentrate on the communication through the language without being hindered by grammatical terminology and rules that can put down fluency level (Rivers and Temperley, 1978). The inductive way also encourages learners to have practice for meaningful communication and for participation in classroom activities. All around the world the inductive approach has been appreciated because of its success in EFL/ESL classrooms; however, the most overwhelming disadvantage of it is the fact that it is sometimes difficult to make the learners who got used to traditional styles retrieve the rules from context. Understanding the disadvantages and advantages of both approaches may help the teachers to vary and organize the EFL/ESL lesson in order to keep classes interesting and motivating for the students.

## **1.2. Aim of the Study**

The question of having grammar sessions in classroom or not has been a controversial issue for long years. In addition to this issue, in English Language Teaching, teaching grammar to adult learners is another controversial issue and as suggested in Chomsky's "Critical Age Hypothesis" after a certain period, it is much more difficult for adult learners to learn or acquire a language; in need of finding the best way to teach grammar, most of the instructors who are teaching to adult learners at universities or private courses prefer deductive approach as the most appropriate way of teaching grammar. Deductive teaching is a kind of traditional way to teach grammar and instructors may feel more confident with this approach. In addition to this fact, in deductive approach teachers are in the centre of instruction and students do not need to actively participate in the classroom instruction; therefore, the students also feel more satisfied about the deductive way. In other words, it is easier for the learners to list what they have learnt when the deductive way is employed. Although in most of the studies, it is seen that for the adult learners, deductive way is more effective in grammar

teaching; researchers are mostly in favor of the learners' awareness of what they are learning (Goner, Philips and Walters, 1995). However, for the young learners, inductive way is more common because young learners may learn better when they study with the help of peripheral way.

The aim of the present study is to investigate the effects of inductive and deductive way of teaching grammar to adult learners of English. Determining whether deductive or inductive teaching is more effective is the main purpose of the study. It is also aimed to get information about the feelings of the adult learners about the grammar part of English and the approaches that instructors use through their courses.

It is influential for the instructors to be receptive of different learning styles and different learner profiles in the classroom. Even for the adult learners, it is required for the instructors to get the learners highly motivated to learn grammar with different methodological frameworks.

### **1.3. Research Questions**

The study focuses on two ways of grammar teaching to adult learners in EFL classes. Therefore, the main research question is "Which way of grammar teaching is more effective with the adult learners of English- deductive or inductive?"

There are also some sub-questions related to the main research question. One of the worthy sub-questions is "What effects does the deductive instruction of grammar have on university students' grammar knowledge?"

Another sub-question for the research is "What effects does the inductive instruction of grammar have on university students' grammar knowledge?"

In modern educational systems and approaches, the emotional situation of the learners is one of the key points for the instructors as suggested that learners learn better when they feel relaxed emotionally and physically, another research problem is "How do adult learners feel when deductive and inductive approaches are used in grammar instruction?" Apart from the feelings of the learners, their attitude and perceptions toward deductive and inductive ways in grammar teaching is the key point for this

research. Another research question is “What are adult learners’ perceptions and attitudes towards deductive and inductive instructions?”

Considering these research questions, it is extremely important that the idea of covering all the skills in language teaching not be ignored. However, the most appealing point is to select the convenient method or approach to learn that language. This is because all learners have different learning styles. Accordingly, the key determiner for these pedagogical implementations is the age of the learners. The main research problem for this study is about adult learners who learn grammar with the help of either deductive or inductive teaching.

#### **1.4. Key Terminology**

As this study aims to investigate the effectiveness of inductive and deductive grammar teaching for academical levels of adult learners of English, it is necessary to explain the meanings of these concepts that are used in the study.

**Inductive Grammar Teaching:** Way of grammar teaching beginning with examples of the target structure and leading the students to notice the rule.

**Deductive Grammar Teaching:** Way of grammar teaching beginning with the introduction of the target structure and leading the students to use the structures in the examples.

**Adult Learners:** The university students above the age of 18.

**Lecturer:** English Language teachers working either at private institutions or at public universities.

**Implicit Way of Grammar Teaching:** Deliberate study of grammar either inductively or deductively. A way of grammar teaching in which learners study the language consciously.

**Explicit Way of Grammar Teaching:** A way of grammar teaching that expose the learners to the target language to make them acquire the language as naturally as possible.

## CHAPTER TWO

### 2. LITERATURE REVIEW

#### 2.1. Definition of Grammar

It is vital to establish a general background of researchers' thoughts about the definition of grammar. This is because when we talk about grammar teaching, it is important for us to understand what we mean by the term "grammar." In other words, throughout this study, it is one of the aims to distinguish what teachers and instructors teach as "grammar." Before referring the pedagogical items, it is worth taking the term "grammar" into consideration. According to Crystal (2004), "Grammar is the structural foundation of the ability to express ourselves. The more we are aware of how grammar works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English." Grammar is a part of language that helps the learners express themselves. Moreover, Crystal allocates the significance of awareness in use of grammar, explaining that with the help of grammar, learners can explore the fact that they can express themselves by various ways in English. Evaluations of different definitions inevitably change from teacher to teacher.

Both learners and teachers acknowledge the language as a system while using the grammar knowledge to explain themselves. Supporting this idea, Higgs (1984) defines the term 'grammar' as "a system for converting meaning into language." From a technical perspective, grammar is defined as "the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics" (<http://oxforddictionaries.com/>). In general definitions, it is obviously seen that, as a technical term, grammar has different types and consists of different parts. Seliger (1979) talks about pedagogical grammar while Tonkyn (1994) distinguishes between descriptive grammar, pedagogical grammar and psycholinguistic grammar. Pedagogical Hypothesis, in its relation to grammar teaching, is explained by Rutherford and

Sharwood Smith (1988) as: “Instructional strategies which draw the attention of learner to specifically structural regularities of the language, as distinct from the message content, will under certain specified conditions significantly increase the rate of acquisition over and above the rate expected from learners acquiring that language under natural circumstances where attention to form may be minimal or sporadic.” It is stated by Brown (2007) that “Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.” In the light of these expressions, it becomes apparent that just knowing the meanings of the words is not enough to convey the intended message in communication, but applying grammatical rules in a conversation makes it possible for speakers to convey a detailed and meaningful message.

The function of grammar is to convey messages in a correct way. In achieving this function, it utilizes the system of changing language items into different forms. Harmer (1987) states that “Grammar is the way in which words change themselves and group together to make sentences. The grammar of a language is what happens to words when they become plural or negative or what word order is used when we make questions or join two clauses to make one sentence.” In the *Dictionary of Applied Linguistics* by Richards, Platt and Weber (1985), the definition of the term “grammar” is given in linguistic sense as: “A description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language.” Grammar also includes some other rules related to utterances and sequence of items in a sentence. So, as a general term, grammar is defined as a linguistic function related to word formation; however, for some researchers, it can be divided as descriptive, pedagogical and psycholinguistic grammar according to its function. In other words, it is important to see the term “grammar” as a technical part of language as suggested by Leech, Deuchar and Hoogenraad (1982), “We shall use grammar in reference to the mechanism according to which language works when it is used to communicate with other people. We cannot see this mechanism concretely because it is represented rather abstractly in the human mind.”

Language instructors should also focus on the communicative feature of grammar in addition to approaching grammar as a technical term. From different perspectives, grammar may be examined by focusing on its different functions.

Considering all these different descriptions, instructors of English should be aware of all these statements as they are teaching learners with different learning styles.

## **2.2. Different Grammar Types**

There is not a clear distinction between different types of grammar. The notion of grammar, in fact, is considered as important skill but there is not a clear consensus about the classification. Within this ambiguity, it is required to define the types of grammar that instructors mostly use in grammar teaching to adult learners of English. It is possible, however, to differentiate between types of grammar by focusing on the distinct features taught in classroom settings. This may lead different researchers to come up with different discrepancies or names. For example, Crystal (2003) puts forth six types of grammar, named traditional grammar, reference grammar, theoretical grammar, pedagogical grammar, prescriptive grammar, and descriptive grammar; Woods (1995) comes up with another classification for grammar types which are named as traditional grammar, prescriptive and descriptive grammar, phrase-structure grammar, functional-systematic grammar and transformational-generative grammar. Types of grammar will be analyzed in the groups of prescriptive, descriptive, traditional, structural, and transformational-generative grammar.

### **2.2.1. Prescriptive Grammar**

Prescriptive grammar is the grammar type that distinguishes between different forms of language as “grammatical or not. Prescriptive grammarians tend to classify between correct and incorrect use of language.

Researchers who describe prescriptive grammar believe that certain forms are correct while other forms are not, although all these forms are used in daily language by most native speakers. Therefore, prescriptive grammar focuses on the rules as they should be used. However, in daily use of language, native speakers may use the grammatical rules in different ways. A prescriptive grammarian strictly limits the usage of the rules about the structure of a language. Different from descriptive grammarians, prescriptive grammarians deal with the grammatical

structures they believe to be right and wrong, good or bad. According to them, rules should be followed while speaking, otherwise incorrect language will be generated.

Grammar that makes clear distinctions between correct and incorrect or good and bad with the help of rules is defined as prescriptive grammar. Prescriptive grammar is argued by Crystal (1997) as: “A manual that focuses on constructions where usage is divided, and lays down rules governing the socially correct use of language. Prescriptive grammar states rules for what is considered the best or most correct usage. Most of the traditional grammars are of this kind.” Additionally, Hudson (1980) clarifies that there is a distinction between the use of grammar, which does not only lead to different types of grammar but also leads to a distinction in society in terms of prestige. Here, it is good to mention that there are people who cannot use grammar perfectly and also language is a living phenomenon and changes. Thus, it is more notable for prescriptive grammarians how something is said than what is said. In general, the aim of prescriptive grammar is to have a standard and formulated language with correct and good rules.

### **2.2.2. Descriptive Grammar**

Descriptive grammar is a type of grammar which accepts the language as it is used by its native speakers in daily use. Descriptive grammarians do not tend to classify between good and bad or correct and incorrect.

Descriptive grammarians analyze the way the structures of a specific language are used by its native speakers in daily life and then attempts to formulate rules about the structures. It does not deal with what is right or wrong in language use; forms and structures which may not be included in a system called “Standard English” might be viewed as valid and useful in a language system. Descriptive grammar is a kind of structure that consists of how language is used and only describes the daily use of native speakers. It is accepted by descriptive grammarians as long as the structure is adequate to convey the meaningful messages. Therefore, it would be possible to conclude that descriptive grammar endeavors to “describe” what native speakers use as language in daily life. Unlike prescriptive grammar, descriptive grammar avoids making judgments



about correctness, and focuses on describing and explaining the way people use language in daily life (Nunan, 2005).

It is also important for descriptive grammarians how language evolves and exists. This means that grammatical rules evolve from the daily use of language by native speakers. Stern (1980) also emphasizes that as a scientist, he accepts language as he finds it. According to him, his job is to observe what the language is and how it comes to existence. He focuses on the fact that it is not his responsibility to improve the language or to make the language more profitable by hindering the deterioration stemming from daily use but his responsibility is to study the language as it is.

Generally linguists define descriptive grammar a type of grammar that does not categorize rules as being good or bad. Hudson (1980) proposes different options, which overlap those of Stern(1980).Hudson (1980) states that linguistics should be descriptive not prescriptive saying “It is widely acknowledged that this slogan raises problems. It is harder than many linguists realize to avoid prescriptivism, since the historical development of linguistic theory has been so closely linked to prestigious varieties, such as standard languages.”

### **2.2.3. Traditional Grammar**

Traditional grammar is a type of grammar that entails grammar teaching with traditional methods. According to traditional grammarians, grammar is a language skill that is taught by using traditional methods. According to traditional grammarians, grammar consists of eight different parts of speech formed by nouns, verbs, articles, pronouns, prepositions, participles, conjunctions and adverbs. Hinkel and Fotos (2002) assert that in order to learn a language, learners should study these eight categories separately and develop rules in accordance with their use in translation. According to Howatt (1984), the main point of traditional grammar is to make language rules systematic and explicit. Celce-Murcia (1991) explains traditional grammar’s main goal as the study of literature through reading literary pieces and translating these pieces. Traditional grammar does not have a background theory in general because language is considered not as a tool, but as an object to be instructed. Using a textbook is essential in this type of grammar and learners generally learn the grammar structures by

memorizing passages and literature pieces, etc. Richards and Rogers (1986) point out that pronunciation or any communicative aspects of the language attract very little attention, and this leads to ignorance of many skills or variety in language use.

As understood from different studies on traditional grammar, language is not considered as a living and changing organism in traditional grammar. Therefore, traditionalists behave as if all languages have same structures and they aim to describe all languages in the same way.

#### **2.2.4. Structural Grammar**

Structural grammar is a type of grammar that analyses how elements of sentence are put together like phonemes and morphemes. The main structures that are used in fully grammatical sentences are the main focus of the structural grammar.

Focusing on the features of the structures according to the structural grammar, Francis (1993) outlines that: “A language constitutes a set of behavior patterns common to the members of a given community. It is part of what anthropologists call the culture of the community. Its phenomena can be observed, recorded, classified and compared. The grammar of each language must be made up on the basis of a study of that particular language – a study that is free of preconceived notions of what a language should contain and how it should operate. The analysis and description of a given language must conform to the requirements laid down for any satisfactory scientific theory: simplicity, consistency, completeness, usefulness.”

In addition, structural grammarians such as Bloomfield and Fries explain their aims as:

- “To describe the current spoken form of language of an individual or of a community,
- To limit the area of language to be described by emphasizing language form as the single objective observable and verifiable aspects of language this relegating meaning to subordinate place,
- To carry out this program of description by means of systematic objective and rigorous procedure allowing the analyst to derive the grammar of a language from a corpus of recorded data in quasi mechanical way.”(Roulet, 1975)

Structural grammar and behaviorist theory, which were founded by Watson (1913), may be linked in that the focus is on verbal behavior in both, an idea that is widely supported by many researchers (Skinner,1957). Also, according to Rivers (1968), language acquisition is only possible when instructors provide enough imitation, practice reinforcement and habituation, which are general steps to language learning.

All in all, it is crucial for language instructors to view the grammar as a growing and changing mechanism and it is important to consider grammar learning as a continuous activity as it has to do with a changing mechanism.

### **2.2.5. Transformational- Generative Grammar**

According to transformational-generative grammar, the learner is an active processor and producer of language. Transformational-generative grammar seems directly related to the language acquisition theory by Chomsky. In contradiction with the Audio-Lingual method which is based upon structuralism and behaviorism, transformational-generative grammar focuses on the production and acquisition of language. Chomsky (1957) suggests that language be acquired through different contexts and this allows the language acquisition device to become activated, making it achievable for learners to set intuitive rules about the language. Learners can have some innate rules and hypotheses about the language they learn when they see the language in different contexts. Also, according to transformational-generative grammarians, if these innate rules and hypothesis of the learners are evidence of learners' competence, then there is no need for explicit instruction in grammar. In that point, Krashen (1987) suggests that the thing that should be done for learners is to create a context where rules can be stimulated and with the help of this stimulation, comprehensible input can be accessed. However, transformational-generative grammar is difficult to implement in classroom environments, that is, it is not viewed as an alternative way of language teaching (Chomsky,1980).Therefore, as suggested by Chomsky, the terms "grammatical" and "ungrammatical" may be explained in more meaningful and useful way. In contrast, some linguists who believe in behaviorism may insist on the study of recordings or transcriptions of actual speech, but mainly the responsibility of a linguist is to observe such speeches and actions and not to categorize them as "grammatical" or "ungrammatical."

## **2.3. Grammar Teaching**

It is significant for language learners to get enough knowledge of different skills in a specific language. Language teaching is not only teaching grammar, vocabulary, pronunciation or listening. For a language teacher, it is vital to know that teaching a language means combining all the skills of language equally. For many years, it has been debated by teachers and researchers whether grammar should be taught in class or learners should learn it with the help of structures faced while learning different skills. It is not only likely to have a general view of the technical part, but because we are working with the people, as instructors we should focus on the psychological aspect of teaching grammar as well. So, Rutherford and Sharwood (1988) describe grammar as: “Instructional strategies which draw the attention of learner to specifically structural regularities of the language, as distinct from the message content, will under certain specified conditions significantly increase the rate of acquisition over and above the rate expected from learners acquiring that language under natural circumstances where attention to form may be minimal or sporadic.”

### **2.3.1. History of Grammar Teaching**

A general view of the historical framework of grammar teaching in English is inevitable to understand the theoretical background of grammar teaching. The history of grammar teaching has a significant impact on teachers’ choice of the best way to apply grammar in courses. Different effects of different theories in grammar teaching should also be considered.

When the progress in grammar teaching is studied in historical order, before the 16<sup>th</sup> century in Europe, it was significant for people to learn Latin because Latin was a indicator of people’s intellectual level. It was generally believed that people who could speak Latin were more sophisticated people and they seemed more erudite (Keskil, 2000).

In the 1950s and 1960s, the Grammar Translation Method and its implementation were considered as close to the functions of Behaviorist Theory. In the behaviorist theory, learning to form new habits is examined equal to learning to speak a new language. According to behaviorists, stimulus and response are essential elements

of any learning activity and forming new behavior process. Also, people are exposed to several stimuli in their environment and the stimuli are reinforced through additional action only if the reactions to the stimuli are in the desired way. Through repeated and reinforced stimuli, same reaction will be given again and again and at the end this response may become a habit (Watson, 1924; Thorndike, 1932; Bloomfield, 1933; Skinner, 1957). This theory is easy to apply to first language acquisition, as babies acquire their first language by noticing and responding to stimuli in the environment. Mowrer (1960) declares that acquiring a new language is directly a kind of habit formation. However, as learning and acquiring a language are totally different concepts, with this theory the problem is directly with language learning. People who learn a second language need to associate the new rules of the second language with their mother tongue. Therefore, it is easier to adopt the new language if the mother tongue and the second language are similar languages. On the other hand, learners who try to learn a very different language from their mother tongue may have difficulty in adopting different rules in the same environments. According to Dulay (1982), it can be concluded from research that learners try to associate the grammatical structures of the mother tongue with the rules of the second language and in that point people may have difficulty while transferring the knowledge to a different language. Different structures are difficult to learn. It is observed by many researchers that solution to this problem may be concentrating on different areas more carefully. This may be described by these researchers as Contrastive Analysis. Comparing new structures to the learner's native language is seen by many as the best method of teaching a foreign language (Fries, 1945, cited in Dulay et al., 1982). On the contrary, Ellis (1985) states that the majority of errors made by second language learners are not in existence because of differences in structures from their first language. Furthermore, in 1950s and 1960s, important developments were seen in linguistics and the grammar teaching field. The priority in language education shifted from structures in the language forms to generative linguistics, which focuses on creativity of the rules governing human language. After these developments, the stimulus and response system which goes hand in hand with behaviorism lost its importance in language teaching. Chomsky (1959) then claimed that children had an innate tendency that helps them in their language learning process. Children have special programmes for language learning and discovering the language

rules, and this programme guides them with an innate knowledge of how rules should be in a language. Among the developments of the language teaching, probably the most significant is Chomsky's Universal Grammar Hypothesis, which asserts that in every language there are common rules that make foreign language learning easier.

In 1970s and 1980s, there were also some important developments in language learning area. In this stage of language teaching process, the first comprehensive model of language teaching came into existence. This was Krashen's Monitor Model, which claims that second language learners may learn the language best by monitoring the usage of language. In addition to Monitor Hypothesis, Learning- Acquisition Hypothesis developed and had an important place in this period. According to Krashen (1985), "Acquisition refers to the subconscious process identical in all important ways to the process children utilize in acquiring their first language and learning refers to the conscious process which results in knowing about language." Moreover, in that period, language teaching methods grew in association with Anderson's (1983, 1985) ACT (Acceptance and Commitment Therapy) Model from cognitive psychology. Anderson (1980) developed the cognitive method, which states that when we come to the classroom to learn a foreign language, we are aware of the rules of the language. So, at that time our knowledge is declarative because of an awareness of the language learning process. However, if we are capable of speaking a foreign language as successfully as our native language, we are mostly not aware of the rules or we do not care about the rules. This is the indicator that declarative knowledge can be transformed into more unconscious processes in language teaching. At the end of the '80s, educators mostly believed that learning is not mainly a rule-governed process, but rather is based on associative forms.

In 1990s through the present century, educators suggest that the best way to teach a foreign language is to develop the communicative skills of the learners. Therefore, with the rise of the communicative approach, grammar instruction has started to lose its importance. The claim that communicative methodology would help learners develop both communicative and linguistic competence may not be always applicable (Nassaji and Fotos, 2004). In the last century, grammar teaching does not focus on form and formal instruction of grammar in English, but rather on the noticing and consciousness-raising of the learners. With the rise of the communicative approach,

which focuses on the communication skills of a language, it is an essential problem whether to have grammar instruction sessions in the classroom or not.

### **2.3.2. Significance of Grammar Teaching**

One of the reasons to teach grammar is its capacity to make learners understand the existence of language, which intends to make linguistic production more practical (Azar, 2007). Grammar teaching has various effects and functions. Grammar, the function of which is seen as a skill, needs to be considered in three ways: “grammar as an enabling skill, grammar as motivator, and grammar as a means to self-efficacy” (Savage, 2010). In terms of enabling skills, learning correct structures in grammar helps the learners develop reading, writing, communication, and other skills. Without understanding correct grammatical structures, people are unable to communicate, convey meaning or understand through the pieces that they write, read, speak or listen (Savage, 2010). Learning the grammatical structures of a specific language may be acknowledged as a motivator and key to speaking and understanding that language (Savage, 2010). When grammar is taught as a method of achieving self-efficacy, it is obviously seen that grammar instruction may make learners aware of structures and notice the differences in those structures as learning takes place over time (Fotos, 2001). By means of repeated activities within the learning process, learners may internalize processes and monitor their own development in language learning (Savage, 2010). Thus, learners acquire self-efficacy through self-correction (Savage, 2010).

In addition to these ideas, Rutherford (1987) states that teaching grammar has been understood same as foreign language teaching and he demonstrates the effectiveness of grammar in language learning. This priority is re-emphasized by Radilova (1997) who notes that “Knowledge of grammar is the central area of the language system around which the other areas resolve; however important the other components of language may be in themselves, they are connected to each other through grammar.” According to Ellis (2006), “Grammar teaching involves any instructional technique that draws learners’ attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and / or process it in comprehension and / or production so that they can internalize it.” Therefore, in a way, grammar teaching helps learners understand structures better and communicate in the

target language effectively. Celce-Murcia (1991) argues that although it was not considered very important for the last twenty years, grammar teaching has a critical importance and now it has started to re-gain popularity. Also, Nassaji and Fotos (2004) argue that grammar is a necessary part of language instruction for four reasons:

- “Learners should notice the target forms in input; otherwise input is processed for input only, not for specific forms, so they are not acquired by learners.”
- “Some morpheme studies prove that learners pass through developmental stages.”
- “Several studies show that teaching approaches that focus only on communication not on grammar are inadequate.”
- “Positive effects of grammar instruction in the second language classroom are so clear.”

As mentioned before, grammar teaching became a controversial matter in language teaching with the rise of the Communicative Approach. Not exactly in practice but in theory, this argument came from Krashen’s (1981) theory that there is a distinction between learning consciously and unconscious acquisition of language, which is known as acquisition and learning theory (Nassaji&Fotos, 2004). There have been a number of studies that attach importance to grammar instruction (Nassaji&Fotos, 2004).The findings from literature focus on the necessity of grammar teaching for learners to increase accuracy and proficiency levels (Doughty, 1991; Ellis, 2002; Fotos, 1993; Fotos& Ellis, 1991; Rutherford, 1988). Grammar teaching is very essential in terms of noticing the structures of that target language. Schmidt (2001) figures out that consciously attending to language skills and conscious attention is essential for learning a language and that grammar teaching is a conscious-raising factor in language teaching. On the other hand, Skehan (1998) and Tomasello (1998) show that learners cannot have further progress in language learning in the aspects of both meaning and form at the same time. Therefore, noticing target forms in input is requisite for learners.

Furthermore, there is additional research on the beliefs of language teachers about grammar teaching in English. For example, Burgess and Etherington (2002) mainly aim to get information about the beliefs of EFL teachers in Iran about the role of grammar in English language teaching. Responses from English language teachers from



both public and private school settings indicate that the teachers mostly appreciate the value of grammar and its role in language teaching. In addition, Long (1983) emphasizes the idea that grammar instruction is a part of language teaching. He indicates that instruction is effective in fostering the acquisition of a second language and there are different types of instructions categorized according to their effectiveness in language teaching. According to Long (1983), instruction in a second language is essential to get permanent results in language teaching.

All in all, grammar instruction has an important effect on language teaching in making learners more proficient and academically successful, according to the previous research. Moreover, Norris and Ortega (2000) suggest that explicit instruction, when compared to implicit instruction, results in more successful acquisition of the target language in language teaching process.

### **2.3.3. Teaching Grammar in Class**

Grammar teaching is identified by researchers as the process by which learners realize the forms and features of the target language with the help of various methods and useful activities that guide learners to use the language in an effective and communicative way (Dolunay, 2010). It is a common idea among researchers that grammar teaching benefits learners in language proficiency; there has been an ongoing debate about the way grammar is taught. Researchers mostly argue about whether to have instructions to teach grammar or to make the learners notice the grammatical structures on their own. Grammar teaching is more than making learners memorize a set of rules in the target language when we think about grammar teaching in a controversial way. The main function of grammar teaching is to empower the learners to comprehend these sets of rules and so to provide them with the skill of interpretation in the target language (Dolunay, 2010).

Some researchers put forth the idea that second language acquisition is not very different from first language acquisition, thus it is possible to say that grammar teaching is not very influential on the proficiency level of learners in a second language (Fotosand Ellis, 1991). However, this claim has not been proven by detailed research yet (Akar, 2005).

Supporting the effectiveness of formal instruction in grammar teaching, Nassaji and Fotos (2004) have listed the following arguments from the literature:

“1. Some researchers, such as Schmidt (1990), proved that ‘noticing’ is one of the necessities for learning to take place.

2. Some researchers, such as Pienemann (1984), found that grammar instruction can accelerate the process of learning some structures.

3. Swain (1985) and his colleagues concluded that the most effective way to improve the ability to use grammar accurately is formal instruction.

4. During the last twenty years, considerable empirical classroom teaching research has demonstrated that grammar instruction effects SLA.”

In addition to these reasons for including grammar teaching in formal education, Celce-Murcia and Hills (1988) assert that in many educational systems there are various formal exams that the learners should pass, such as university entrance exam, and to achieve such exams, learners need to take formal education of grammar in the second language learning process. Thus this is a good reason to place the grammar teaching into curriculum, because learners who are proficient in grammar judged to be more talented in communication and setting comprehensible structures by being aware of the rules in the target language (Swan, 2002). In previous studies it is also mentioned that the study of a foreign language grammar will help students understand their own language structure better (Weaver, 1996).

Moreover, in “How to Teach Grammar,” Thornbury (1999) also lists the following items:

- “Knowledge of grammar provides the learner with the means to generate a potentially enormous number of original sentences.
- The teaching of grammar serves as a corrective against ambiguity.
- Learners who receive no instruction fossilize sooner than those who receive instruction.
- Since language is a gigantic mass for learners, grammar helps to reduce the enormity of the task by organizing it into need categories.

➤ Grammar lends itself to a view of teaching and learning known as transmission by offering a structural system that can be taught and tested in methodical steps.

➤ Regardless of the theoretical and ideological arguments for or against grammar teaching, many learners come to language classes with fairly fixed expectations as to what they will do there.”

As a conclusion, it is clarified by most of the researchers that knowledge about grammar rules is milestone for the proficient use of a language, and that learners may use grammar knowledge to discover, comprehend and produce purposeful meaning in the context of daily life (Akar, 2005).

## **2.4. Approaches to Grammar Teaching**

With the development of educational theories in language teaching, new approaches and methods have arisen in language teaching especially in teaching grammar. The best known new approaches in grammar teaching may be named as “focus on forms” , “focus on form” and “meaning focused instruction”.

### **2.4.1. Focus on Forms**

Focus on forms approach includes traditional methods in grammar. This approach makes the learners and the instructors to focus on different formations in language one by one just because they are on the syllabus. Harmer (2007) argues that: “Many language syllabuses and course books are structured around a series of language forms. Teacher and students focus on them one by one because they are on the syllabus. This is called ‘focus on forms’ because one of the chief organizing principles behind a course is the learning of these forms.”In other words, in “focus on forms” approach, the instructors firstly teach the structure and after that they provide the learners with the controlled practice and lastly learners are made to follow with free practice. Furthermore, Ellis (1991) implies that most traditional approaches to grammar teaching are based on providing the learners with opportunities to use the target structure first in controlled practice and then in free or communicative practice. In fact, this progress in

language teaching seems related with a model known as “presentation, practice, production”.

Larsen-Freeman (2001) states that in grammar teaching, the “focus on forms” approach begins with teaching activities focused on structure and practice. Developmental skill activities follow the instruction of the target framework. However, in the focus on forms approach, the important thing for the learners is to know the grammatical rule for a specific formation. That is why most researchers are opposed to the idea of focus on forms instruction. Although a learner may know the grammatical rule very well, s/he may have difficulties in production (Larsen-Freeman, 2009).

Long (1997) undertakes to explain the problems of Focus on Forms as follows:

- “There is no need for analysis to identify a particular learner’s or group of learners’ communicative needs, and no means analysis to ascertain their learning styles and preferences. It is a one-size-fits-all approach.
- Focus on forms ignores language learning processes altogether or else tacitly assumes a long discredited behaviorist model. Of the scores of detailed studies of naturalistic, classroom and mixed L2 learning reported over the past 30 years, none suggests anything but an accidental resemblance between the way learners acquire an L2 and the way a focus on forms assumes they do, e.g., between the order in which they learn L2 forms and the sequence in which those forms appear in externally imposed linguistic syllabuses.
- Leaving learners out of syllabus design ignores the major role they will play in language development, nonetheless. Despite the best efforts even of highly skilled teachers and textbook writers, focus on forms tends to produce boring lessons, with resulting declines in motivation, attention, and student enrolments.
- The assertion that many students all over the world have learned languages via a focus on forms ignores the possibility that they have really learned despite it (studies of language acquisition in abnormal environments have found the human capacity for language acquisition to be highly resilient), as well as the fact that countless others have failed. A focus on forms produces many more false beginners than finishers.”

### 2.4.2. Focus on Form

As an alternative to the “focus on forms” approach, the focus on form approach in grammar teaching aims to attract the attention of the learners firstly. In this approach, learners are made aware of the grammatical form. Cook (2001) argues that: “The ‘focus on form’ approach suggests drawing learners’ attention to linguistic forms as they arise in activities whose primary focus is on meaning.” In addition, the focus on form approach can be employed at any stage of language learning/teaching process.

In the language learning process, task-based instruction is a way to implement the focus on form approach. In task-based learning, there is a task to be accomplished as an objective and throughout the process of reaching this objective, learners use the target language by focusing on meaning (Rashtchi and Keyvanfar, 2007). “Focus on form refers to how attentional resources are allocated, and involves briefly drawing students’ attention to linguistic elements (words, collocations, grammatical structures), in context, as they arise incidentally in lessons whose overriding focus is on meaning, or communication, the temporary shifts in focal attention being triggered by students’ comprehension or production problems”(Long, 1997).

Long and Robinson (cited in El-Dali, 1998) define that “Focus on form instruction is different from the purely communicative instruction or what they call ‘focus on meaning instruction.’”

According to McDonough and Shaw (2005), task-based learning leads to a solution as a production, and therefore it is a kind of goal-oriented type of teaching. Although the focus of task-based instruction is on communication, accuracy and fluency are important points in task-based approach. It is also suggested by Long and Robinson (1998) that: “Focus on form is motivated by the Interaction Hypothesis (Long, 1996) which holds that second language acquisition is a process and a crucial site for language development is interaction between learning and other speakers, especially more proficient speakers and written texts, especially elaborated ones within content - focused, needs - based tasks.”

The learners may face with different grammatical structures during their communication activities and they are expected to acquire them unconsciously.

Nassaji and Fotos (2004) highlight that “focus on form involves the teacher’s attempts to draw the student’s attention to grammatical forms in the context of communication.”

According to Ellis et al. (cited in Baleghizadeh, 2010) focus on form has the following characteristics:

- a) “It occurs in meaning-centered discourse.
- b) It is observable,
- c) It is incidental,
- d) It is transitory.
- e) It is extensive.”

Hinkel and Fotos (2002) state: “Focus on form has meaning-focused use of form in such a way that the learner must notice, then process the target grammar structure in purely communicative input.”

### **2.4.3. Meaning Focused Instruction**

In grammar teaching, the “focus on form” and “focus on forms” approaches emphasize on the form and structures of grammatical items. In form-focused instruction, the important thing is the formal sequence of grammatical formations. Contrary to these definitions, meaning-focused instruction focuses on the ability to communicate effectively and to transfer ideas meaningfully. The most important target of meaning-focused instruction is transferring intended meanings with the help of different classroom tasks and activities.

A different aspect of the distinction between form-focused and meaning-focused instruction, according to Ellis (1990), is that different activities and tasks are especially designed to teach specific grammatical structures in form-focused instruction. In meaning-focused instruction, learners are provided with meaningful communication environments and are engaged in activities in which the main purpose is meaning and achieving grammatical correctness with specific frameworks. Long and Robinson (cited in Shang, 2007) explain that “Children can naturally learn their first language successfully, and according to the proponents of this theory, adults can learn the foreign/second language if they follow the principles of the first language learning.”

As the main purpose of a language is to convey the message in a meaningful way, Williams (cited in Baleghizadeh, 2010) suggests that the important thing in language teaching should be conveying messages in a meaningful way, and that learners should not be engaged with the forms of grammatical structures.

According to Williams (cited in Baleghizadeh, 2010), meaning-focused instruction has the following characteristics:

- “They emphasize using authentic language.
- They emphasize tasks that encourage the negotiation of meaning between students, and between students and teacher.
- They emphasize successful communication, especially that which involves risk taking.
- They emphasize minimal focus on form, including: 1. Lack of emphasis on error correction, and little explicit instruction on language rules.
- They emphasize learner autonomy.”

## **2.5. Stages in Grammar Teaching**

As in every skill in language teaching, grammar should consist of different stages according to students’ levels. So grammar teaching includes different forms in language courses according to differences in the teaching environment or student profiles. Thus, the stages in grammar instruction may be altered according to the educational background and methodological application of the teachers’ or students’ profiles and proficiency levels. At this point, the question of whether to apply practical activities or more intellectual and conscious-raising processes bothers researchers. As an answer to this question, Ur (1988) suggested that “contextualized practice is still controlled but it involves an attempt to encourage learners to relate form to meaning by how structures are used in real-life communication. Additionally, as reported by Ellis (2008), it will have the following characteristics no matter whether the courses have more communicative or contextualized aspects:

- “There is some attempt to isolate a specific grammatical feature for focused attention.

- The learners are required to produce sentences containing the targeted feature.
- The learners will be provided with the opportunities for repetition of the targeted feature.
- There is an expectancy that the learner will achieve the grammatical feature correctly, in general, therefore, practice activities are success oriented
- The learners receive feedback on their performances whether grammatical structure is correct or not. The feedback may be given immediately or may be delayed.”

To focus on the difference between practice and conscious-raising instruction in grammar teaching, Ellis (2008) lists the features of conscious-raising as follows:

- “There is an attempt to isolate a specific linguistic feature for focused attention.
- The learners are provided with data which illustrate the targeted feature and they may also be supplied with an explicit rule describing or explaining the feature.
- The learners are expected to utilize intellectual effort to understand the targeted feature.
- Misunderstanding or incomplete understanding of the structure by the learners leads to clarification in the form of further data and description or explanation.
- Learners may be required to articulate the rule describing the grammatical structure.”

Accordingly, Murcia and Hilles (1988) assert that a grammar lesson generally consists of four parts, including presentation, production, communicative practice, and teacher feedback. In this study, teacher feedback and correction are accepted as a part of the practice stage.

### **2.5.1. Presentation**

The presentation stage of a grammar course, commonly, includes the lecture part in which the teacher gives clear information and examples of the use and form of a specific structure. The structure is presented either inductively or deductively in this stage. Harmer (1987) emphasizes that “presentation is the stage at which students are



introduced to the form, meaning and use of a new piece of language and learn how to put the new syntax, words and sounds together.”

Doff (1990) believed that in regards to the question of teaching grammar, there are two aspects that must be dealt with in the presentation phase of the lesson. He argues that “When we present a structure, it is important to show what the structure means and how it is used, by giving examples; show clearly how the structure is formed, so that students can use it to make sentences of their own” (Doff, 1990). In fact, this explanation includes ideas about the general overview of a grammar course from the presentation level to production stage.

Ellis (1997) believes that acquisition of grammatical structures generally occurs casually and gradually in a sequence. It may take several months or years for students to acquire a grammatical structure. Therefore, Ellis (1997) emphasizes that acquiring a structure immediately is impossible, even if the course is planned excellently.

It is suggested by Ellis (1997) and Doff (1990) that presentation of grammatical structures includes:

- “building up an appropriate context in which the meaning of the item is clear
- eliciting/ providing target structure in a marker sentence
- drill target structure chorally, then individually
- focusing on form, explain/ demonstrate how structure is formed
- focusing on meaning, check understanding of meaning through concept checking questions
- providing written model on board”

According to Harmer (1987), the characteristics of a good presentation are:

- “A good presentation should be clear.
- A good presentation should be efficient.
- A good presentation should be lively and interesting.
- A good presentation should be appropriate.
- A good presentation should be productive.”

In other words, in presentation stage of a grammar course, whatever the language proficiency level of the students is, the lecturer should be clear, constructive

and productive enough. This productivity can be provided by either inductive or deductive teaching.

### **2.5.2. Practice**

The practice stage of grammar teaching may include two parts, which are slightly different from each other. The first stage of practice may be named as “focused practice.” In focused practice, the important thing is to make use of the knowledge presented in the first stage.

In this stage of grammar teaching, learners are allowed to internalize what they have learnt in the presentation stage. “The purpose of this step is allowing the learner to gain control of the form without the added pressure and distraction of trying to use the form for communication” (Celce- Murcia &Hilles, 1988). As suggested by Celce- Murcia &Hilles (1988), in the focused practice stage, learners try to gain the control of the structure just for communication.

The second part of practice stage is “communicative practice”— the objective of which is to let the learners communicate by using the target structure. The learners are mainly assumed to get involved in communicative activities to make use of structure. Morrow and Johnson suggest that, “A communicative task incorporates the actual processes of communication; the more of these features an exercise incorporates, the more communicative it is” (cited in Celce Murcia &Hilles, 1988). In addition to this idea, it is a widely known that communication-oriented activities may make the learners feel relaxed while learning the targeted structure in a communicative environment.

According to Doff (1990), “It is obviously more useful to give students practice in which they [students] have to think, in which they understand what they are saying, and in which they express meaning.”

### **2.5.3. Production**

The production stage of a grammar course is the main stage that the learners are allowed to use a particular grammar structure in a less controlled way and produce piece of language with the help of less controlled activities.

In the communicative phase, less control over grammatical structure is exercised than during the practice stage. The aim of this stage is to have students use the structures to communicate with each other in a meaningful way. According to Larsen-Freeman (1990) as cited in Celce-Murcia (1991), “replying to a letter/ e-mail,” “writing about a topic” and “discussion” are some communicative activities that can be used in production stage of a grammar lesson.

According to Baker (2003) “Learners can be directed to use the structure in a kind of role-play, guessing game, in an interview, group work and pair work.”

## **2.6. Inductive and Deductive Instruction**

In grammar teaching, especially in the presentation stage of grammar teaching, the method that the lecturer adapts may influence the flow of the course. For many years, lecturers mostly preferred to use either inductive or deductive methods of grammar teaching in the presentation stage.

In teaching activities, the important point for lecturers is to employ the most appropriate teaching way. In that, the interests of students and the aim of them for learning the language are essential. Some learners like ‘noticing’ the grammatical structure while learning different skills. However, some learners need to see the grammatical structure with its basic rule directly to acquire the topic.

Methods of grammar teaching are divided into two parts. Some present the structure directly and some indirectly. It should be emphasized that in direct grammar presentation, the main focus is on structure rather than meaning. In indirect presentation, on the other hand, the main focus of instruction is on the meaning of the target structure. While making plans for a grammar course, instructors need to develop either a direct or indirect methodology. After selecting the appropriate style for their classrooms, instructors may focus on form with direct and deductive methods or they may concentrate on the meaning with indirect and inductive methods.

For both approaches, it is certain that there are advantages and disadvantages. The utmost distinction, however, is the role of the teacher. In a deductive classroom, the teacher introduces and explains concepts to students, then expects students to complete tasks to practice the concepts—a very teacher-centered approach. Conversely, inductive

instruction is a much more student-centered approach and makes use of a strategy known as ‘noticing.’

### **2.6.1. Inductive Instruction**

In inductive instruction, new grammatical frameworks or rules are presented to students in an authentic language context (Goner, Phillips, & Walters, 1995). “Noticing” is a good factor in inductive instruction. Instead of explaining a given concept and providing the learners with examples, the teacher provides students with many examples to show how the concept is used. The aim of the instruction is for students to “notice,” by way of the examples, how the concept works.

Scrivener (1994, cited by Adrian Tennant, 2005) suggested “discovery technique” as an inductive way of teaching grammar. The main aim of the “discovery technique” is to engage students in discovering a generalized grammar rule or pattern. The idea is that students will “discover” the grammar through a series of steps and will deduce both the form and the meaning with the help of these steps.

Researchers did not identify “noticing” as a way of teaching grammar until 1990s. Research conducted after the 1990s show that “noticing” may help the learners to acquire certain grammatical structures. The main hypothesis is that “noticing” a certain grammatical structure is required for learning to be placed in short-term or long-term memory. Here raises the question, “What is ‘noticing’ in teaching grammar?” The word “notice” is mainly described as “to see or become conscious of something or someone” ([http://dictionary.cambridge.org/dictionary/british/notice\\_1?q=notice](http://dictionary.cambridge.org/dictionary/british/notice_1?q=notice))

Noticing is the action that occurs as students become aware of the target formation in particular. Noticing can be used to teach grammar structures in the inductive approach when students are provided with different examples, and they deduce the rule by noticing the commonalities among these examples. In an ordinary classroom situation, noticing can be used to teach many language skills.

In the inductive approach, a converse process of deductive approach is applied. The inductive approach starts with subjecting students to examples of language use, engaging them to use target language, and then encouraging students to generalize the rules deduced (Thornbury, 1999; Decoo, 1996; Gollin, 1998). It involves the process of

getting particular examples and discovering the general frameworks (Gollin, 1998; Thornbury, 1999).

In fact, there have been various studies on the effectiveness of inductive and deductive methods of grammar teaching. The results of these different studies are mixed, however some conclude that the inductive approach may be more advantageous than the deductive approach (Herron & Tomasello, 1992), while other studies suggest that the deductive approach is more successful (Robinson, 1996; Seliger, 1975), and still other studies overlap both of the ideas by claiming that there is no distinction between the two approaches (Abraham, 1985; Rosa and O'Neill, 1999; Shaffer, 1989).

It is possible to conclude from the results of all this research that there is ambiguity on this issue. Historically, the audio-lingual method is engaged in the inductive approach and the deductive approach is associated with the cognitive-code learning method. In the audio-lingual method, learning takes place through habit formation and through actions that are held by the learners unconsciously. In other words, learners acquire language on the basis unconscious exposure to the target language in the habit formation process. They learn by studying various examples of a structure until the use of the structure becomes automatic. In this process, learners are inspired to acquire the target language in an innate way without stating the specific rules in the structure and may not be fully aware of what they are learning until the end of the course, when the teacher puts the objective into words (Hammerly, 1975; Fischer, 1979; Shaffer, 1989).

The inductive approach stems from inductive reasoning, in which reasoning improvement proceeds from special situations like observations or measurements to more general concepts such as rules, laws or theories (Felder & Henriques, 1995). In short, when learners use induction, they observe a number of specific instances and they infer a general principle or concept from these particulars. In general, the advantages of the inductive approach are summarized by Chalipa (2013):

- “Rules learners discover for themselves are more likely to fit their existing mental structures than rules they have been presented with. This in turn will make the rules more meaningful, memorable, and serviceable.

- The mental effort involved ensures a greater degree of cognitive depth which, again, ensures greater memo ability.

- Students are more actively involved in the learning process, rather than being simply passive recipients: they are therefore likely to be more attentive and more motivated. It is an approach which favors pattern-recognition and problem-solving abilities which suggests that it is particularly suitable for learners who like this kind of challenge.

- If the problem-solving is done collaboratively, and in the target language, learners get the opportunity for extra language practice.

- Working things out for themselves prepares students for greater self-reliance and is therefore conducive to learner autonomy.”

In general the disadvantages of the inductive approach can be summarized as follows (Chalipa, 2013):

- “The time and energy spent in working out rules may mislead students into believing that rules are the objective of language learning, rather than a means.

- The time taken to work out a rule may be at the expense of time spent in putting the rule to some sort of productive practice.

- Students may hypothesis the wrong rule, or their version of the rule may be either too broad or too narrow in its application: this is especially a danger where there is no overt testing of their hypotheses, either through practice examples, or by eliciting an explicit statement of the rule.

- It can place heavy demands on teachers in planning a lesson. They need to select and organize the data carefully so as to guide learners to an accurate formulation of the rule, while also ensuring the data is intelligible.

- However carefully organized the data is, many language areas such as aspect and modality resist easy rule formulation.

- An inductive approach frustrates students who, by dint of their personal learning style or their past learning experience (or both), would prefer simply to be told the rule.”

As a conclusion, it is inferred that in inductive grammar teaching, teachers should make students ‘notice’ the targeted structure with the help of different methods of language teaching.

### **2.6.2. Deductive Instruction**

The deductive instruction in grammar teaching is a more teacher-centered approach as compared to inductive instruction. This means that the teacher introduces the students with a new concept, explains it, and then has the students practice using the concept. For example, when teaching a new grammar concept, the teacher will set forth the concept, explain the rules related to its use, and finally the students will practice using the concept in a variety of different ways.

According to some researchers, “The deductive method is often criticized because: a) it teaches grammar in an isolated way; b) little attention is paid to meaning; c) practice is often mechanical.” For some of the researchers, this method might be an applicable option in certain situations; for example, when dealing with highly motivated students, teaching especially a difficult concept for native speakers of a specific language, or for preparing students for written exams.

The deductive approach may refer to a traditional style in grammar teaching because grammatical structures or rules are dictated to students first, a more effective and time saving way under certain circumstance just like teaching a monolingual class (Rivers and Temperley, 1978).

Krashen (1982) argues that the deductive approach seems “much more reasonable (in comparison with deductive approach) – why make students guess the rule?” According to him, “Teachers should present a clear explanation and have students practice until the rule is internalized” (Krashen, 1982).

The deductive approach is explained as a process that starts with the presentation of a rule by a teacher who then provides examples in which the target structure is applied (Thornbury, 1999; Norris & Ortega, 2000; cited in Erlam, 2003). Next, students engage in language practices in the process of applying a general rule to specific examples (Gollin, 1998).

Staatsen (2009) states that the deductive approach may not be used practically because the inductive approach usually has the most desired learning outcomes. On the other hand, in her study comparing the deductive and inductive approach in teaching foreign languages, Shaffer (1989) concludes that there is not a clear distinction between the effectiveness of both approaches: “This offers strong evidence against the notion that an inductive approach should not be used for difficult structures.”

Dekeyser (1994) delivers that: “Deductive means that the rules are given before any examples are seen; inductive means that the rules are inferred from examples presented first. Implicit means that no rules are formulated; explicit means that rules are formulated (either by the teacher or the students, either before or after examples/practice).”

According to Brown(1987), inevitably, deductive and inductive reasoning are polarized. In deductive reasoning, learners are moved from a general to definite instances, which means specific frameworks are inferred or deduced from a general principle. Whereas inductive reasoning refers to the fact that a learner stores a number of specific instances and induces a general law or rule or conclusion with the help of these instances.

In addition, Nunan(1991) states that deductive reasoning occurs only when the learners are taught rules consciously and given specific information about a language.

Selinger(1975) also mentions that explicitly giving grammar rules at the beginning of a course allows learners to practice the rules consciously in the example step of the course and allows learners to apply the rule during the practice segment of the lesson rather than spending time confirming hypotheses as when a deductive method is used.

Eisenstein (1987) suggests that with the deductive approach, the control of the teacher over learners increases and so learners may have less fear to produce incorrect structures related to how the target language is functioning.

In general, the advantages of the deductive approach are summarized by Chalipa (2013) as follows:



- “It gets straight to the point, and can therefore be time-saving. Many rules especially rules of form — can be more simply and quickly explained than elicited from examples. This will allow more time for practice and application.
- It respects the intelligence and maturity of many - especially adult -students, and acknowledges the role of cognitive processes in language acquisition.
- It confirms many students' expectations about classroom learning, particularly for those learners who have an analytical learning style.
- It allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.”

In general, the disadvantages of the deductive approach are summarized by Chalipa (2013) as follows:

- “Starting the lesson with a grammar presentation may be off-putting for some students, especially younger ones. They may not have sufficient met language (i.e. language used to talk about language such as grammar terminology). Or they may not be able to understand the concepts involved.
- Grammar explanation encourages a teacher-fronted, transmission-style classroom; teacher explanation is often at the expense of student involvement and interaction.
- Explanation is seldom as memorable as other forms of presentation, such as demonstration.
- Such an approach encourages the belief that learning a language is simply a case of knowing the rules.”

### **2.6.3. Explicit vs. Implicit Instruction of Grammar**

“Explicit learning is a conscious awareness and intention to learn” (Brown, 2007). In addition, explicit learning involves “input processing to find out whether the input information contains regularities, and if so, to work out the concepts and rules with which these regularities can be captured” (Brown, 2007). On the other hand, implicit learning is “learning without conscious attention or awareness” (Brown, 2007). Implicit learning occurs “without intention to learn and without awareness of what has been learned” (Brown, 2007).

Grammar instruction continues to be a significant issue in language education (Ellis, Basturkmen, &Loewen, 2002). For many years, language instructors have been conflicted regarding two approaches: structurally-oriented instruction which focuses on grammatical rules and communicatively-based, that is, the more meaning-oriented option (Celce-Murcia & Larsen-Freeman, 1999).

It is a well-known fact that children acquire their first language in a communicative environment in which they participate by observing their parents, so they learn certain rules automatically. However, as linguists, we are aware that although people acquire and speak their first language automatically without any formal instruction, they cannot figure out or talk about the rules specifically. This is exactly the difference between explicit and implicit knowledge (Ellis, 2008).Therefore, implicit knowledge can be categorized as indirect knowledge (Reber, 1989), acquired knowledge (Krashen, 1981), procedural knowledge (DeKeyser, 1998), interlanguage (Birdsong, 1989; Hamilton, 2001; Pienemann, 2005; Selinker, 1992; Tarone, 1979), or learner language (R. Ellis &Barkhuizen, 2005).

Celce-Murcia and Larsen-Freeman (1999) stated that using communicative processes, leads to a shift toward a stronger emphasis on explicit language instruction by combining the way people use language (meanly its function) with the grammar (meanly the target form) they need. Nowadays, most language researchers emphasize the need for teaching and learning academic English, which is not acquired automatically but should be taught or learnt intentionally (Cummins, 1984; Hakuta, 2001). As Fillmore (2003) claims, “No one is a native speaker of an academic language.”

Ellis (2006) suggests that, in order to understand the main role of teaching explicit knowledge of grammar, it should be necessary to ask the following three questions:

- “1. Is explicit knowledge of any value in and of itself?
2. Is explicit knowledge of value in facilitating the development of implicit knowledge?
3. Is explicit knowledge best taught deductively or inductively?”

Moreover, defending the importance of explicit instruction, Norris and Ortega (2000) published an article that aimed to determine how effective explicit instruction is in L2 teaching across 49 studies. According to the results of these studies, explicit instruction results in a more successful learning of target structures when compared to implicit instruction. In addition to these, Norris and Ortega emphasize that in L2 instruction there is a need to determine best practices so as to teach target language structures in an effective way, in addition to the need for methodological analysis of ways and approaches in language or grammar teaching.

To recognize the difference between explicit and implicit knowledge, DeKeyser (2003) thinks that, “in some cases, explicit knowledge can be considered functionally equivalent to implicit knowledge.” According to Ellis (1994), grammatical rules do not become implicit, but rather sequences of language and rules are used to construct different structures do.

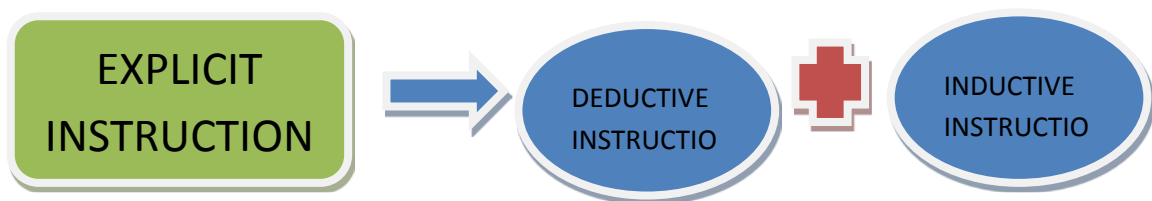
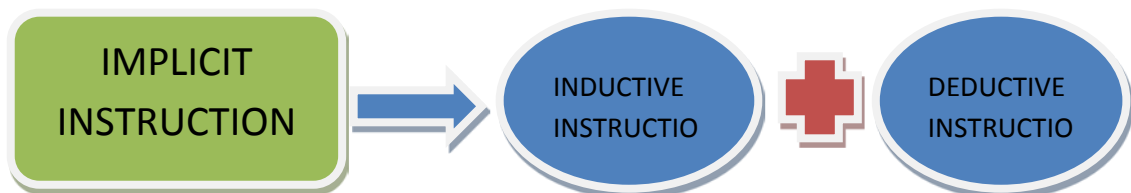
As a similarity between implicit and explicit knowledge, Dekeyser (2003) suggests that: “Even though implicitly acquired knowledge tends to remain implicit, and explicitly acquired knowledge tends to remain explicit, explicitly learned knowledge can become implicit in the sense that learners can lose awareness of its structure over time, and learners can become aware of the structure of implicit knowledge when attempting to access it, for example for applying it to a new context or for conveying it verbally to somebody else.”

Scott (1990) defines explicit and implicit approaches in grammar teaching as follows: “An explicit approach to teaching grammar insists upon the value of deliberate study of grammar rule, either by declarative analysis or inductive analogy, in order to recognize linguistic elements efficiently and accurately. An implicit approach, by contrast, is one which suggests that students should be exposed to grammatical structures in a meaningful and comprehensible context in order that they may acquire, as naturally as possible, the grammar of the target language.”

Table 2.1.

*Implicit and Explicit Instruction (Housen&Pierrad, 2006)*

Implicit Instruction	Explicit Instruction
Attracts attention to target form	Directs attention to target form
Is delivered spontaneously (e.g. in an otherwise communication-oriented activity)	Is predetermined and planned (e.g. as the main focus and goal of a teaching activity)
Is unobtrusive (minimal interruption of communication of meaning)	Is obtrusive (interruption of communicative meaning)
Present target forms in context	Presents target forms in isolation
Makes no use of metalanguage	Uses metalinguistic terminology (e.g. rule explanation)
Encourages free use of the target form	Involves controlled practice of target form

*Figure 2.1. Explicit instruction**Figure 2.2. Implicit instruction*

## 2.7. Inductive or Deductive Instruction

According to Hammerly (1975), the question of whether deductive or inductive approaches should be used in grammar teaching is one of the most interesting controversies in second language teaching. This opinion is also put forth by Wright (1977), who asked two questions that have attracted the attention of many teachers about the importance of methodology: “1. Should teachers explain the grammatical rules before the learners use them to classify given phenomena? 2. Should learners compare examples and be exposed with the problems before any new concepts are defined?” So, which works better for teaching grammar to adult learners of English: deductive or inductive methods?

Fischer (1979) states that researchers confirming the deductive approach in which the application of grammatical rules follows the explanation of grammatical structures believe that this approach is more sensible and leads to a higher degree of definiteness of students’ grammatical knowledge. Other researchers, however, prefer the inductive approach in which learners discover the grammatical rules for themselves and believe that this approach has a greater effect and gives rise to longer retention.

The difference between deductive and inductive instruction may be examined in categories including teachers’ roles, learners’ roles, explicit and implicit instruction, form-focused and meaning-focused instruction.

In terms of instruction methodology, inductive and deductive instruction is very distinct from each other in the responsibilities that they give to teachers and students in a classroom environment. In deductive instruction, the teacher manages lessons by introducing and explaining frameworks to students, and then assigns learners to complete tasks and to practice concepts. As understood, this is a very teacher-centered type of instruction. So, it may be deduced that the responsibilities of teachers are at the centre of deductive teaching activities. In contrast to this, in inductive instruction, the centre of instruction is mostly on the learners. Inductive instruction is a much more student-centered approach and makes use of a strategy known as ‘noticing.’ So, learners have more responsibilities and they are more active in inductive instruction in comparison with deductive instruction.

Some researchers propose that focusing on form in a communicative language classroom is a more effective technique for teaching grammar than only focusing on form or focusing purely on communication (Doughty and Williams, 1998; Fotos, 1993; Fotos and Ellis, 1991; Schmidt, 1990). A question which is argued by many researchers regarding when to engage learners in real-life communication activities arises at that point.

Arguments about inductive and deductive instructional approaches and theories of implicit and explicit grammar instruction are in close relation to each other (DeKeyser, 1997; Ellis, 1994; Norris & Ortega, 2000). In the explicit approach to teaching grammar, instructors usually explain the topic or the structure and the exercises in the practice stage of the course follow these explanations (Adair-Hauck, Donato, Cumo-Johanssen, 2005). On the other hand, researchers discuss that students can acquire language naturally if exposed to enough comprehensible input, and in the implicit approach of grammar teaching there is a need for explicit instruction or focus on form (Krashen, 1982; Terrell, 1977).

Taking into consideration the debates going over for many years, Koran(1971) offers that the effectiveness of either approach depends on learners' profiles. Therefore, the search for generally effective approaches will be based on various ways of instruction that fit learner profiles. In addition to all these debates, Ausubel and Carroll(cited in Shaffer, 1989), as well as Barrutia (cited in Politzer, 1968), point out that an inductive approach seems to be a difficult approach for slower learners and is only meant for brighter learners who have the ability to discover rules for themselves. Ray(1961) also overlaps the ideas of Ausubel and Carroll by maintaining that the inductive approach is more effective for learners of high mental ability and deductive with slower learners.

On the other hand, Fischer (1979) and Hammerly (1975) claim that in language teaching environment, using the inductive approach is observed as a creative cognitive process, but they add that it is only suitable for relatively easy and simple grammatical structures. On the other hand, the deductive approach is more effective when the target grammatical points have fewer related concepts in learners' native languages or which cannot be practiced with relatively simple exercises.

Table 2.2.

*The Advantages and Disadvantages of Inductive Language Teaching Methods (Brendse, 2012)*

Advantages	Disadvantages
The inductive approach will bring about a greater learning outcome as students have been intensively working on the rule for a rather long time.	The inductive approach is rather time consuming; the deductive approach is faster.
Students, however, are activated and become familiar with inductive reasoning, which is beneficial for future learning.	The inductive approach takes a lot of needless effort (students will think ‘just give us the rule’)
Induction stimulates an “active and independent” attitude towards grammar. Students will become less dependent on instruction and eventually will no longer think ‘grammar is hard, and only a teacher can tell me how to do it.’	The teacher will make him or herself redundant in the long run when applying the inductive approach.
Making mistakes also occurs in learning a language naturally.	Teachers constantly have to be aware of incorrect rules students can come up with inductively.
Students learn how to deal with linguistic concepts, though not specifically with the terms related to it.	Students are not familiarized with linguistic terms when using the inductive approach.

## **CHAPTER THREE**

### **3. METHODOLOGY**

Throughout the research, data collection tools (questionnaires and tests) were prepared and their reliability was measured. The participants (students and teachers) for the questionnaires and the tests were designated. The group division of the students (inductive or deductive group) was determined. The structures to be taught were regulated within the A1 frame and two different syllabuses were prepared for different groups. The pre-test was applied to both of the groups. Students were instructed for four weeks. After the instruction, a post-test was applied. Then, feedback questionnaires were applied to the students and instructors. At the end, the results were analyzed.

#### **3.1. General Overview**

This study attempts to give a comprehensive picture of grammar teaching approaches in foreign language instruction. In order to understand how instructors and language learners at the university level deal with different instruction styles to teach/learn English grammar, it is crucial to examine the approaches and styles of learners and instructors that influence language teaching. Therefore, a questionnaire focusing on instructors' belief systems about English grammar teaching was created. The findings of data were used to define the underlying factors for drawing conclusions about grammar teaching in English courses at the university level. In addition, learners' attitudes about two different types of grammar instruction were examined in this study. Pre and post tests were conducted to gain a clear understanding about the effects of deductive and inductive instructions in grammatical success.

This research is a quantitative study which refers to the organized observational investigation of phenomena via statistical, mathematical or numerical data or computational techniques (Given, 2008). In the research, there were two kinds of questionnaires and two tests; therefore, getting the most accurate results was only possible with evaluating the data through some quantitative methods. The questionnaire



was implemented at a vocational school with the students of the departments of Computer Technologies, Office Management and Secretarial, Economics and Taxing, Marketing and External Trade, Administration and Organization, Logistics, Construction Technology, and Maps Sciences at a public university. The study was arranged in the spring term of the 2012-2013 academic year. As the profile of the adult learners attending language courses was most reliably found at public universities in the Turkish educational system, a public university was chosen for the study. Furthermore, the reason for choosing the mentioned departments is that the students of the departments were highly enthusiastic about courses, learning grammar, in preparation for the exams that they must have taken to graduate. Also, each department had 3 hours of English class each week. Although there was not a specific book used for the grammar instruction in this study, additional sources from different publishers and from different web sources were used within the classroom. Thus, it was expected that data gained would give deeper insight into the research interest.

Adult language learners at the elementary level were involved in the study. The study attempted to investigate the possible effects of two different instruction types on grammar teaching. The aim of the study was to compare two instruction types—deductive instruction and inductive instruction—and to find more effective instruction type that could be used in second language classes.

The study aimed at exploring whether or not teaching grammar through deductive or inductive instruction has a significant effect on university students' academic performance in grammar.

This chapter presents the methodology that was adopted in this study, giving detailed explanations about participants, data collection instruments and procedures, and data analysis.

### **3.2. Participants**

For this study, 190 adult learners of English and 10 English language instructors were chosen. This research took place in the spring term of the 2012-2013 academic year. In order to get the most reliable results, adult learner groups of the university students in the Turkish educational system were resolved to be the best choice. The

subjects of the study were mainly university students who were from different departments and who were taking English courses at A1 level, in addition to instructors who had adult students at every level of English.

All of the 190 university students selected for the study were from various departments of a vocational school at a public university in Turkey. The students were randomly chosen. The ages of the students varied from 18 to 30, and the proficiency level of the adult learners was A1 when the research was started. 82% of them were male and 18% of them were female students. They had different backgrounds in learning English. English was one of the compulsory courses that the students had to take to graduate. The adult learners' departments were Computer Technologies, Executive Assistance, Economics and Taxing, Marketing and External Trade, and Administration and Organization

Throughout the study, learners were divided into two groups, which could be named mechanically as the "Control" and "Experimental" groups. For the first group of 95 learners, deductive method of teaching grammar was employed. For the second group of 95 learners, an inductive method of grammar teaching was implemented. The first group, namely the control group, included students from the departments of Computer Technologies, Executive Assistance, and Maps Sciences. The second group, that is, the experimental group, included the students from the departments of Economics and Taxing, Marketing and External Trade, and Administration and Organization. The students for this classification were appointed randomly.

A total of 10 English instructors teaching to adult learners were selected for the research. They had different experiences and they were working for different institutions. Their age, years of experience, and the levels that they taught were all different. Their ages varied between 23 and 47. Seven of them were working at a public university while three of them were working for a private institution,

### **3.3. Data Collection Procedure**

Choosing the most appropriate way to teach grammar is an overwhelming process in language teaching. For most instructors, especially those who are teaching to

adult learners, it seems difficult to select an appropriate instruction type that will help students learn certain structures in language.

In terms of the data collection process, it was hard to find different activities that were the most appealing to learners. In order to find the most reliable data for the research question, two kinds of questionnaires and a pre-test and a post-test were applied. At the very beginning, the structures that should be taught were selected according to A1 level English courses syllabus. Then, two teaching plans were prepared for each group of students.

Before starting the grammar instruction of four weeks, a pre-test was applied to see if the students had any previous knowledge about the structures and to eliminate the effects of previous knowledge.

The students were divided into two groups: For four weeks, deductive teaching was practiced for the first group of students; whereas, the second group was taught inductively.

At the end of the four week-period, a post-test including the grammatical structures that the students had studied during the previous four weeks was held. After the post-test, a questionnaire to get the feedback about how the students felt was conducted. A different questionnaire to get feedback from teachers was also administered.

### **3.4. Data Collection Tools**

For the present study, two types of data collection tools were used.

#### **3.4.1. Questionnaires**

For the study, there was a large number of participants to increase the reliability. So, it was only possible to get detailed data from the participants through feedback questionnaires. Another reason for using the feedback questionnaires is that the questionnaire is useful and can be administered without the presence of the researchers to large numbers of participants (Wilson and McLean, 1994 cited in Cohen, Manion and Morrison, 2005). Additionally, what makes a questionnaire popular in social research is

its easiness to be constructed. “The main attraction of questionnaires is their unprecedented efficiency in terms of (a) researcher time, (b) researcher effort, and (c) financial resources. By administering a questionnaire to a group of people, one can collect a huge amount of information in less than an hour, and the personal investment required will be a fraction of what would have been needed for, say, interviewing the same number of people. Furthermore, if the questionnaire is well constructed, processing the data can also be fast and relatively straightforward, especially by using some modern computer software.” (Gillham, 2008; cited in Dörnyei, 2010)

There were two sets of questionnaires. One was for the learners and the other was for the instructors. The purpose of the questionnaires was to find out how the adult English learners and instructors felt when inductive and deductive methods of teaching were used in learning and teaching grammar. The aim was to determine how the participants feel throughout the four weeks of instruction. It was also important to find how the students felt about the grammar sessions separated from the other skills in language teaching courses.

The student questionnaire included 15 items that were about different views and methods of grammar teaching as adult learners. The questionnaire was designed in the Likert Scale form. They were asked to give responses on a five-point scale (Likert’s Scale) ranging from 1 to 5 (“1= Strongly Disagree, 2= Disagree, 3= Uncertain, 4= Agree, 5= Strongly Agree.”) The statements in the Likert Scale were directly related to students’ feelings and emotions.

The second type of questionnaire was for the instructors who teach English to adult learners. The statements in the questionnaire were generally about the techniques about which the instructors think more effective for teaching adult learners and their ideas about the inductive and deductive methods of teaching grammar. The instructors’ questionnaire was developed in the light of the students’ questionnaire. Instructors were asked about how they made necessary decisions in regard to teaching. They were given a 16 item questionnaire. For the format of the questionnaire the Likert Scale was utilized just like the questionnaire for students.

### 3.4.2. Pre-test and Post-test

A pre-test and a post-test within the A1 level frame were applied in the study. The aim of the research was to show the academical success differences between the two groups after the four-week-instruction and there was a need for eliminating the background knowledge of the students about the target structures. So, the tests were employed to exclude the effects of previous learning as the participants have different backgrounds about learning English. The pre-test and post-test are the most frequently used experimental designs to get clear understanding about different processes (Champbell and Stanley, 1966). "In its simplest form, subjects are randomly allocated to a treatment or controlled condition and scored on a test before and after the experimental manipulation. The essential features of the design are unchanged by inclusion of additional treatment groups. Its attractiveness is enhanced by the increase in statistical power made possible by the inclusion of pretest." (Dugard and Todman, 1995)

Before starting and after finishing the grammar instruction, a pre-test and post-test were administered to the learners. Mainly, the purpose for applying the pre-test was to see the grammatical background of the learners and to minimize the effects of learners' background knowledge throughout the study. The pre-test and post-test included 20 multiple-choice questions. In the tests, the same questions were asked; however, the order of test items and the options were mixed so that the learners would not remember the choices. For the first week, the main topic of instruction was the "Present Continuous Tense," therefore the pre-test and post-test included 5 questions related to this topic. The main framework of the second week was "Past Simple Tense," so the tests included 5 questions related to this topic. For the third week of instruction, "Future Tense: 'be going to'" was marked and the tests included 5 questions related to this structure. The main topic of the last week's instruction was "Comparative Forms of Adjectives and Superlative Forms of Adjectives," and there were 5 questions about this formation in the study.

The multiple-choice questions related to the tenses were generally focused on the correct form of the verb given in the choices according to key words included in the

questions. In the questions related to “Comparatives and Superlatives,” learners were required to choose the best form of the adjective given in the options.

Optical reader software was used to get more reliable results during evaluation. The results of the pre-test and post-test were evaluated out of 100 points. This means the learners would get 5 points for each correct answer.

After getting the results from each test, the results were divided into “Experimental Group Results” and “Control Group Results.” By comparing the average scores that the learners got from pre-test and post-test, it became achievable to have an idea about the effectiveness of the inductive and deductive methods of grammar teaching to adult learners.

### **3.5. Timetable for the Instructions and Tests**

The whole implementation period was divided into six parts: In the first part of the period, a pre-test was applied to both the control and experimental groups to eliminate the effects of learners’ background knowledge about the target structures.

The second part of the period included “Present Continuous Tense,” covering affirmation, negation and interrogation of the related tenses. Also, some rules related to the suffix “-ing” and some stative verbs (that are not used with the suffix “-ing”) were reviewed.

The third part, they were instructed the use of “Past Simple Tense”. Additionally, the past form of the important verbs and the division between “regular verbs” and “irregular verbs” were studied.

The fourth syllabus for the period was about “Future Tense” (“be going to” and “will”) with the differences in usage and the adverbial of time.

For the fifth part, English adjectives and the comparative and superlative forms of adjectives were presented. Students practiced the suffixes “-er,” “-est” and affixes “more,” “most”. The syllabus topics and instructors for both groups were the same for each week.

The last part of the period, namely the sixth week, was reserved for applying the post-test and the questionnaires to the learners.

With the exception of the weeks that the post-test and pre-test were applied, four weeks of grammatical instruction were applied.

### **3.6. Data Analysis**

The data analysis procedure was divided into two. The first part included the analysis of questionnaires at the end of the study. The second part of the data analysis process was the analysis of the pre-test the post-test.

Both groups of learners were given a pre-test, which displayed the levels of the participants before the instruction. Each test item was scored five points for each correct response. There were 20 questions in the test, and the pre-test and post-test were scored in the same way. After scoring the tests and evaluating the results, the mean scores of the pre-test and post-test were compared.

A software called Statistical Package for Social Sciences (*IBM SPSS Statistics 19.0*) was used to analyze the questionnaires and how the participants reacted to the questionnaire items.

### **3.7. Limitations of the Study**

As this study had a small environment including 10 language instructors, further research could be expanded to more instructors to get better definition of the issue. Also the current study mostly focused on the teaching of grammar based on the inductive and deductive teaching; so, other skills (listening, speaking etc.) should be included for the future research.

In addition, data collected on the basis of the pre-test and post-test was limited to learners' ability to answer the multiple choice questions. Also, more productive skills (like speaking and writing) could be included in the further study.

## CHAPTER FOUR

### 4. RESULTS

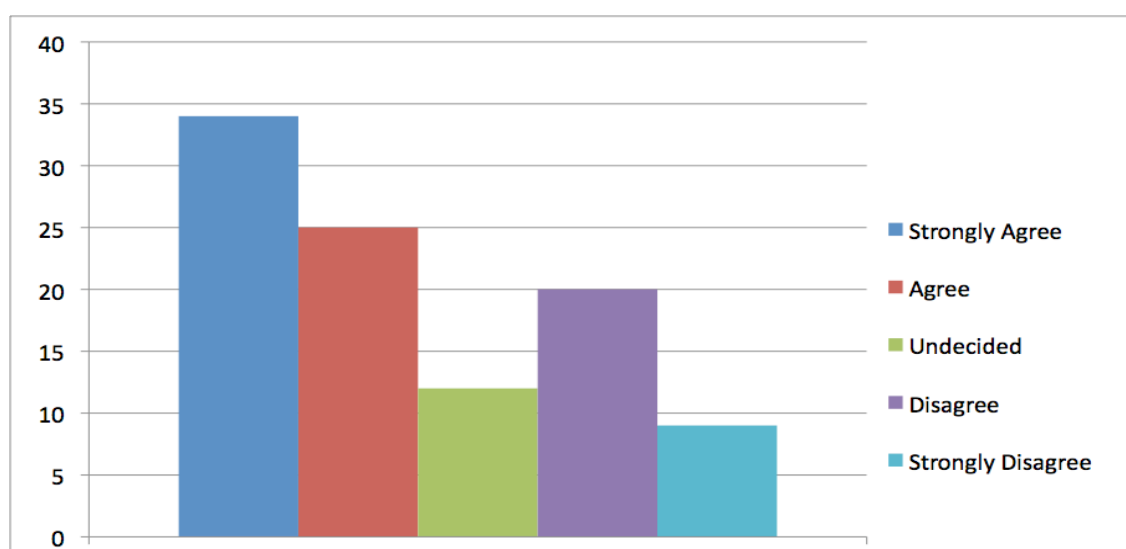
As previously stated, data were analyzed in two separate parts; therefore, data were discussed in two parts.

#### 4.1. Questionnaire Results

For this study, there were two questionnaires: teacher and learner feedback questionnaires. Teacher and learners feedback questionnaires were examined in this chapter.

##### 4.1.1. Questionnaire Results for Adult Learners

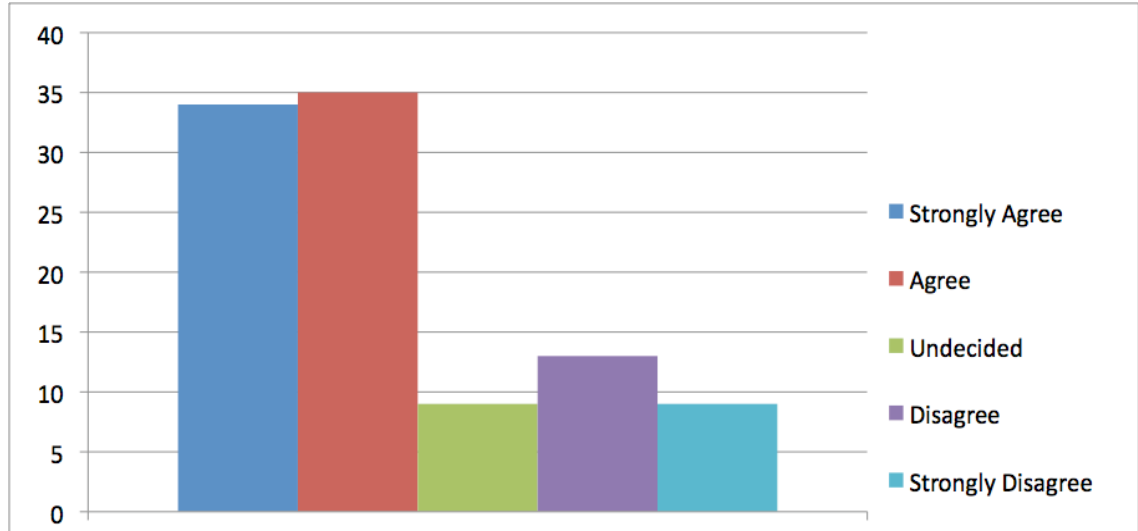
As this research aimed to find the differences between the effectiveness of inductive and deductive methods of grammar teaching to adult learners, a Likert Scale questionnaire was administered to understand their feelings about inductive and deductive grammar teaching. The item analysis of the statements in the questionnaire for the adult learners of English has been given in the following graphs:



*Graph 4.1. It is difficult to learn grammar in English*

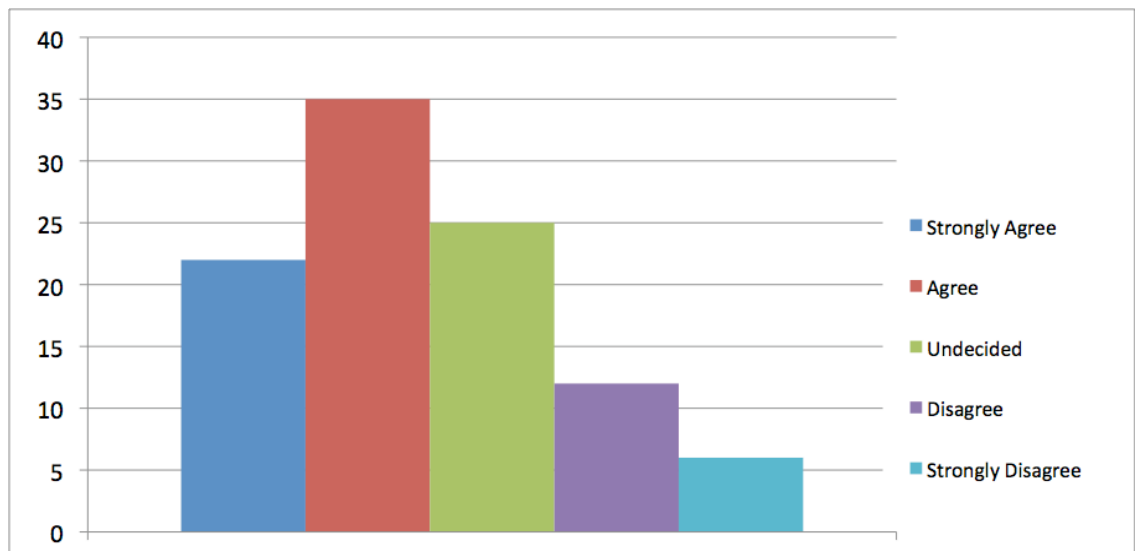


Grammar learning is perceived as a difficult issue by the majority (59%) of the participant students.



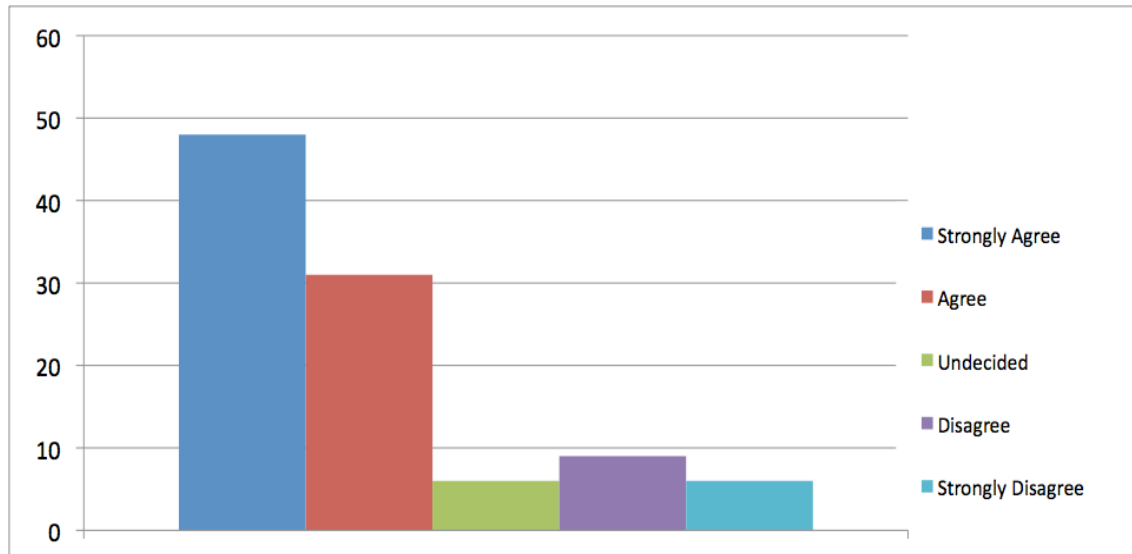
*Graph 4.2.* The most difficult thing in foreign language learning is learning grammar

For most of the participants (69%), grammar is the most difficult skill to be studied while learning a foreign language.



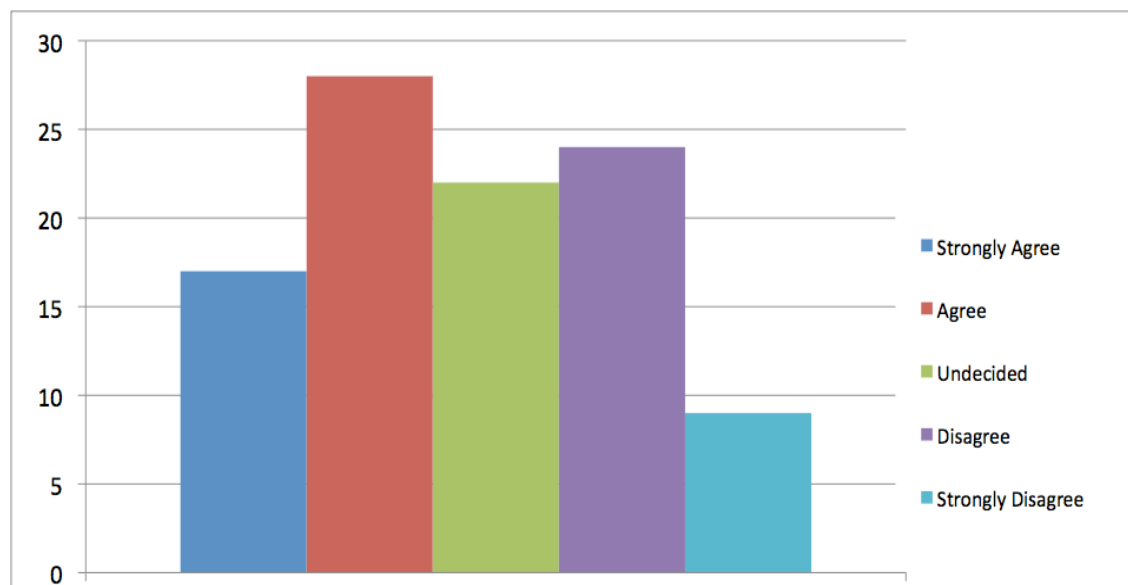
*Graph 4.3.* I learn grammar by studying the rules only.

It is seen that most adult learners (57%) prefer to study grammatical rules while learning grammar.



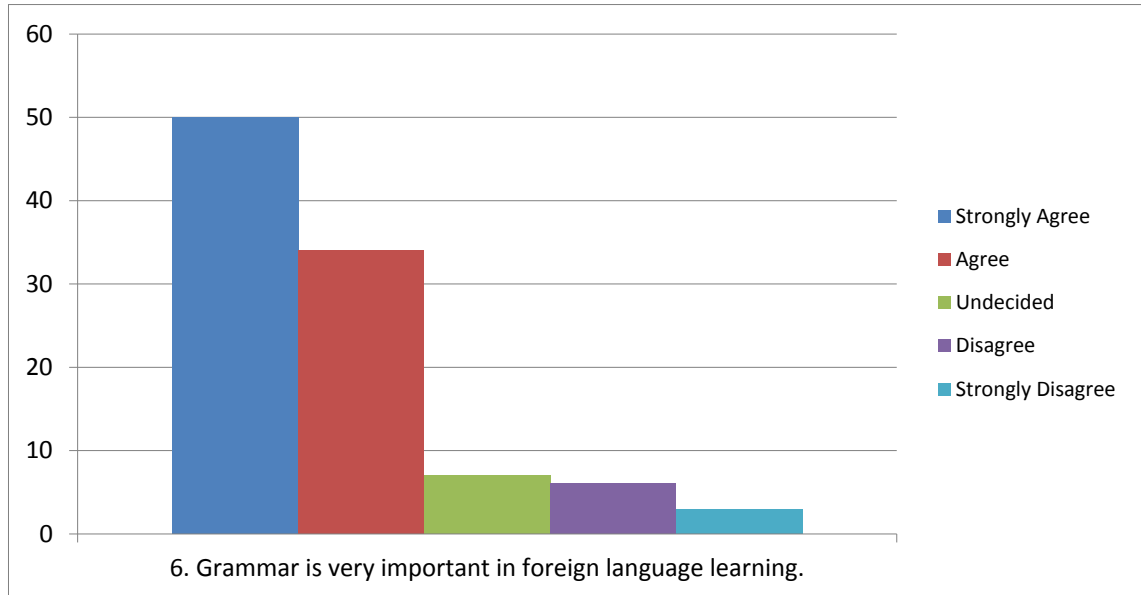
*Graph 4.4.* Before teaching the grammatical rule, if the instructors provide example sentences I learn the structure better

37% of adult learner participants state to learn grammatical structures better when the instructors provide example sentences before learning the grammatical rule.



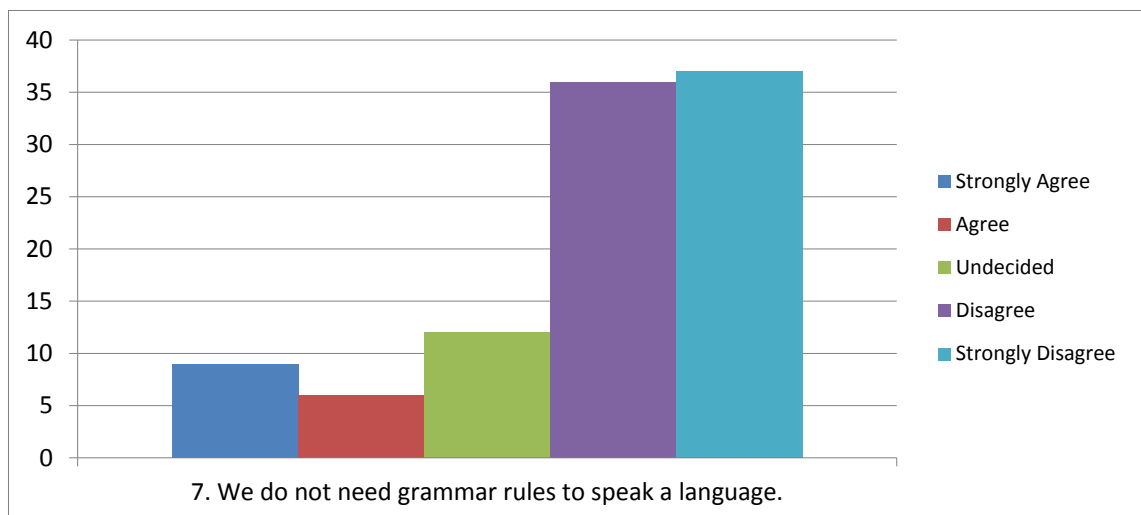
*Graph 4.5.* I like grammar courses more than vocabulary and listening courses.

Most adult learners of English are undecided about their preference of skills in English in comparison with grammar courses, but other skills are also enjoyed by 35% of the learners.



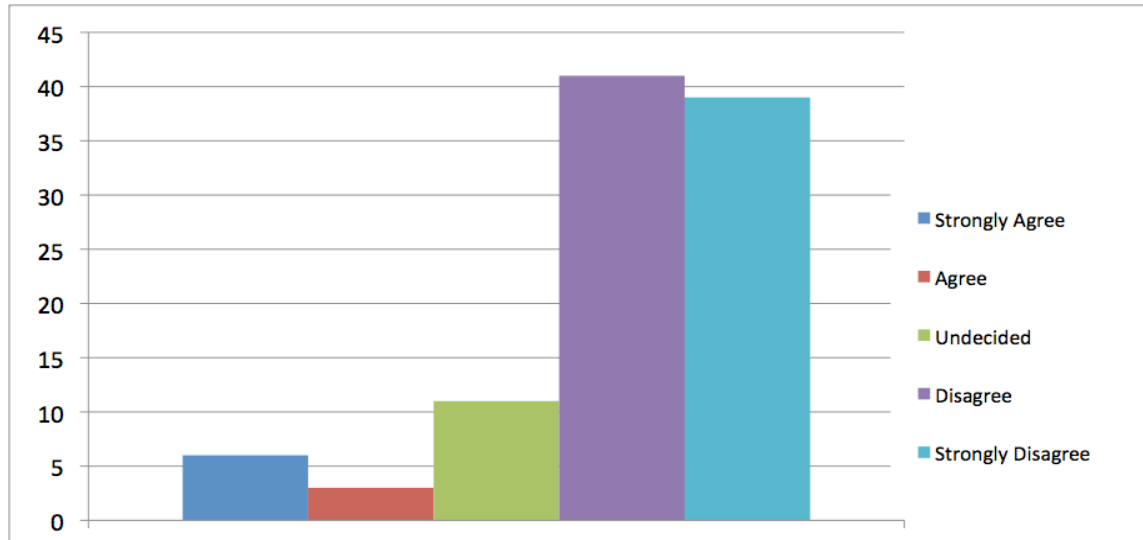
*Graph 4.6.* Grammar is fundamental in foreign language learning

Graph 6 shows that for 84% of adult learners, grammar is a paramount part of any language.



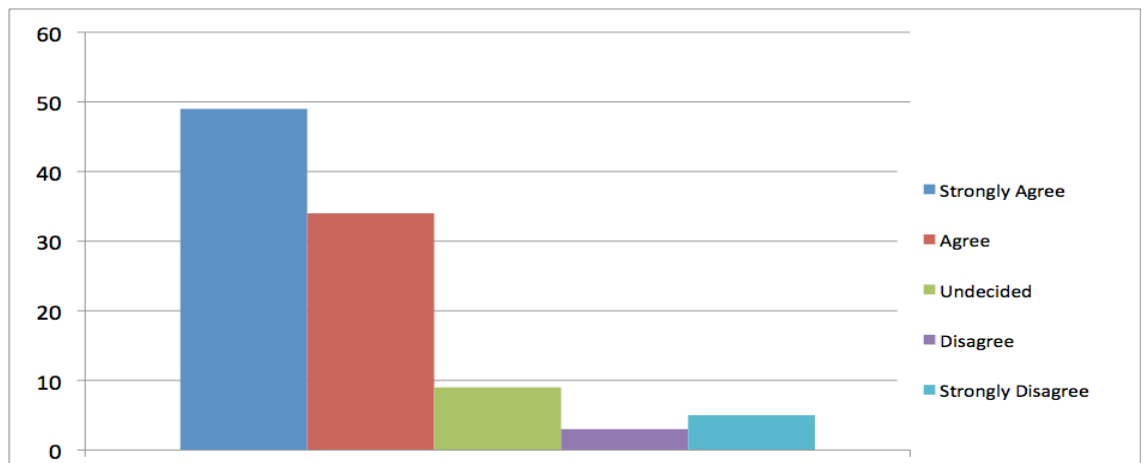
*Graph 4.7.* We do not need grammar rules to speak a language.

The participants (73% of them) believe that knowledge about grammatical rules is vital to speak a language.



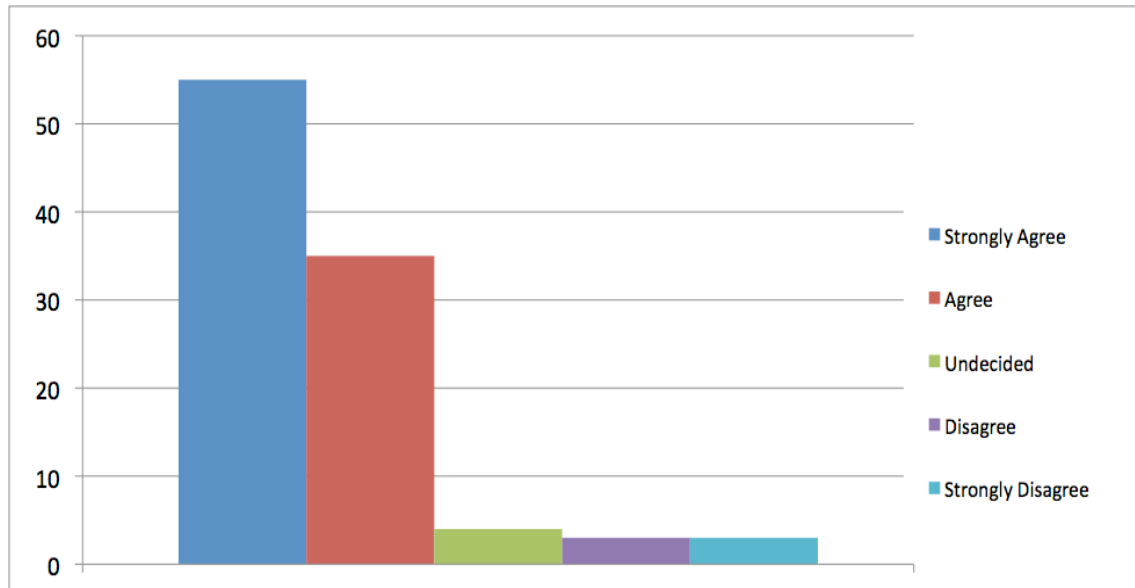
*Graph 4.8.* Learning grammatical rules is waste of time.

Learning grammar and grammatical rules is inseparable part of language learning for adult learners of English. Very few of them (9%) think that learning grammar is waste of time.



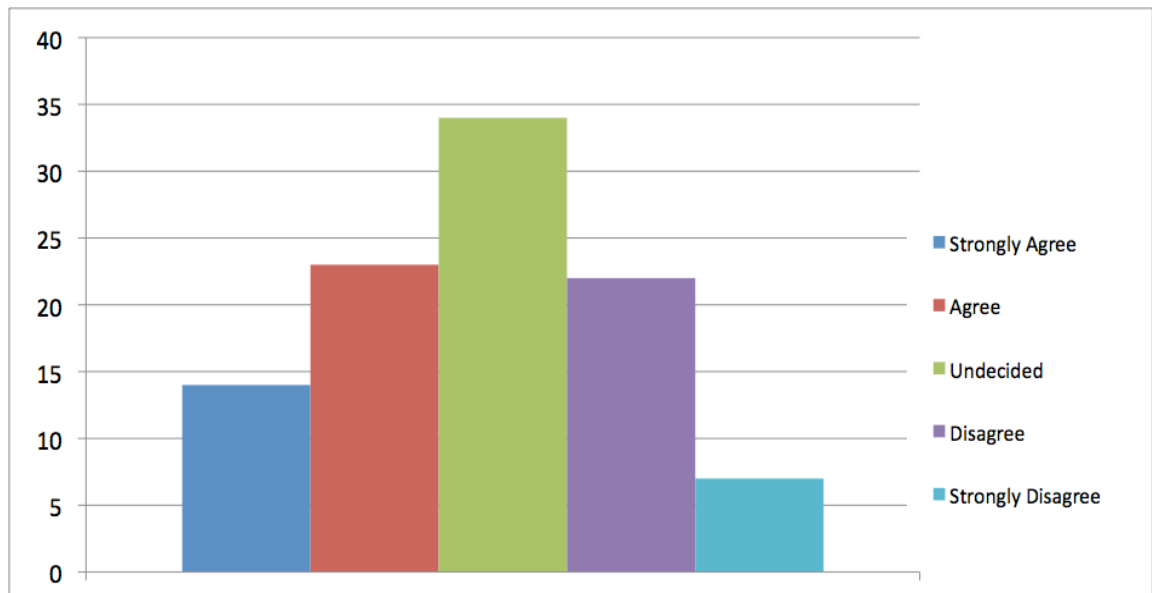
*Graph 4.9.* I learn better when the instructors teach the grammatical rules in forms.

83% of the participants report that they feel relaxed when they study the grammatical rules in forms.



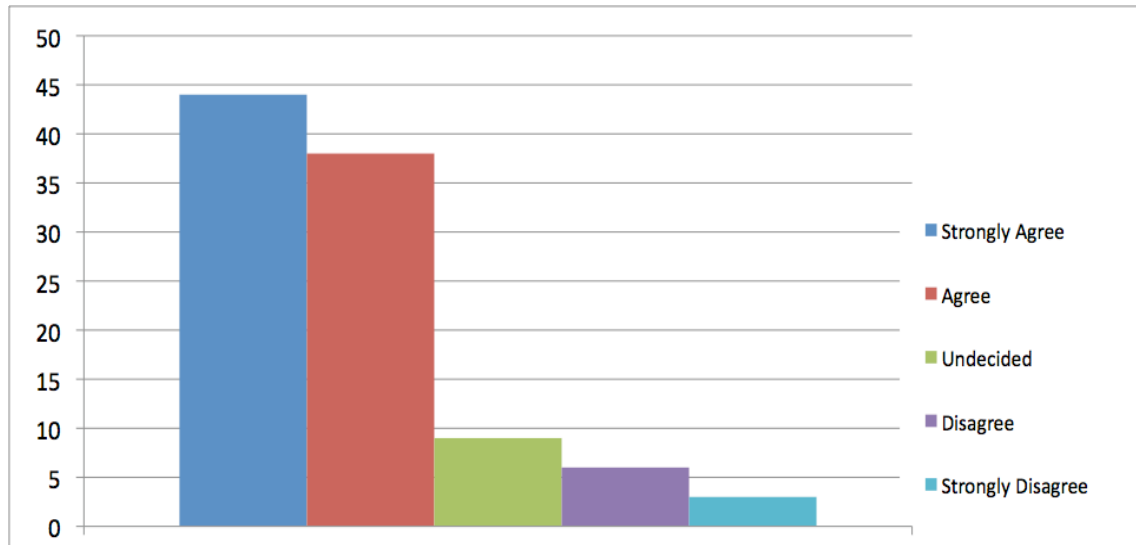
*Graph 4.10.* I learn better when the instructors provide examples about the grammatical rules

Most adult learners (90%) want to examine some examples of grammatical rules and structures.



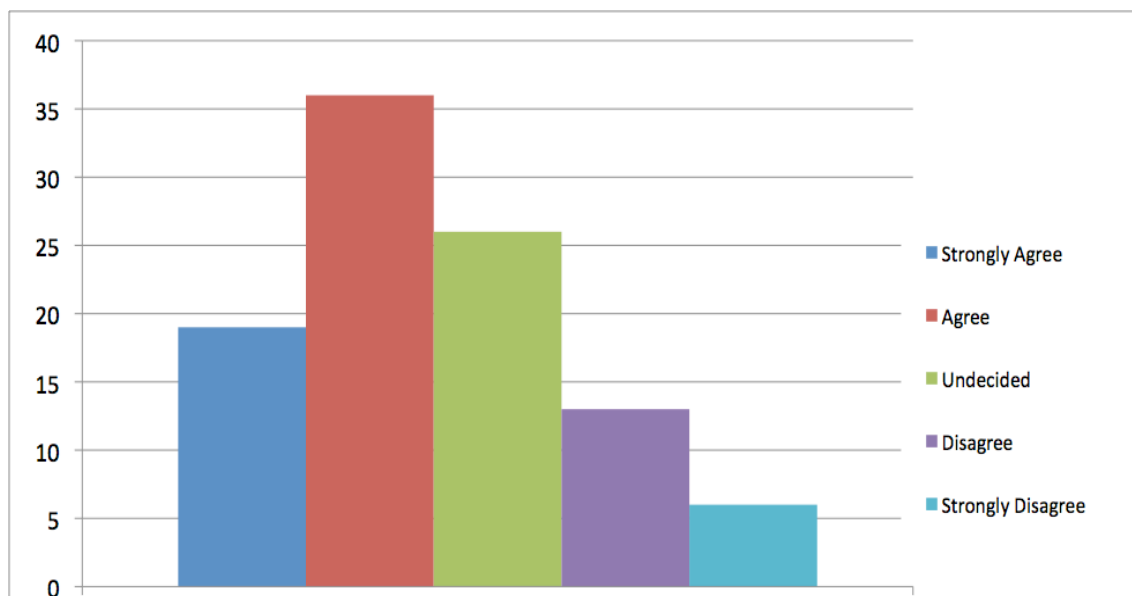
*Graph 4.11.* I think it doesn't make sense to memorize grammar rules

34% of adult learners are hesitant whether to memorize the grammatical rules or not.



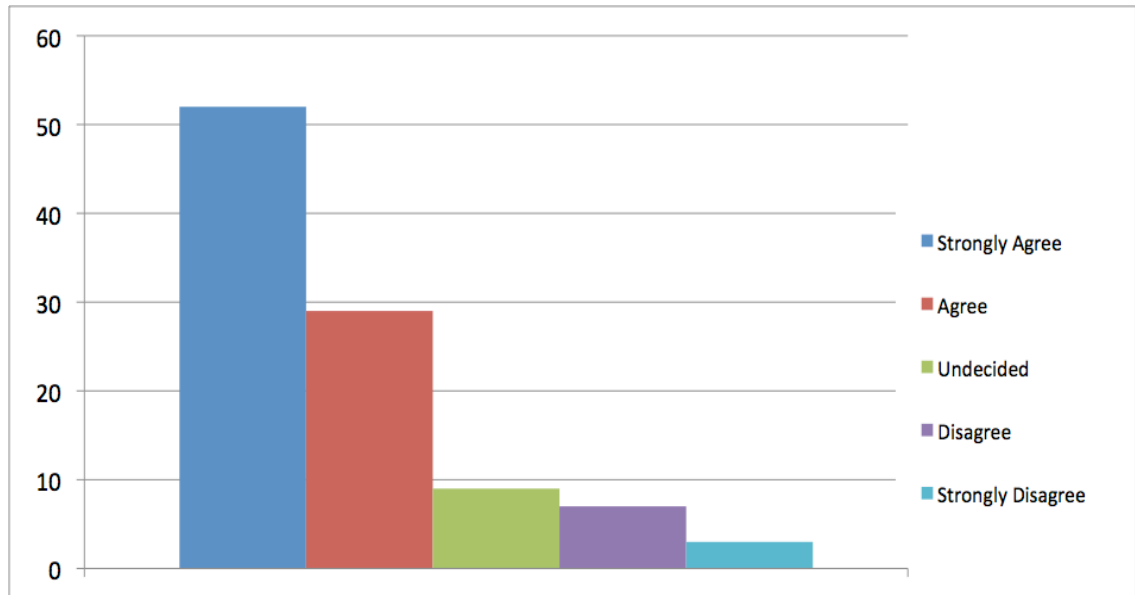
*Graph 4.12.* It becomes easier to form new sentences after learning the grammatical rule

High percentage of learners (82%) believe that after being aware of the grammatical rule of a specific structure, it becomes much easier to form new sentences.



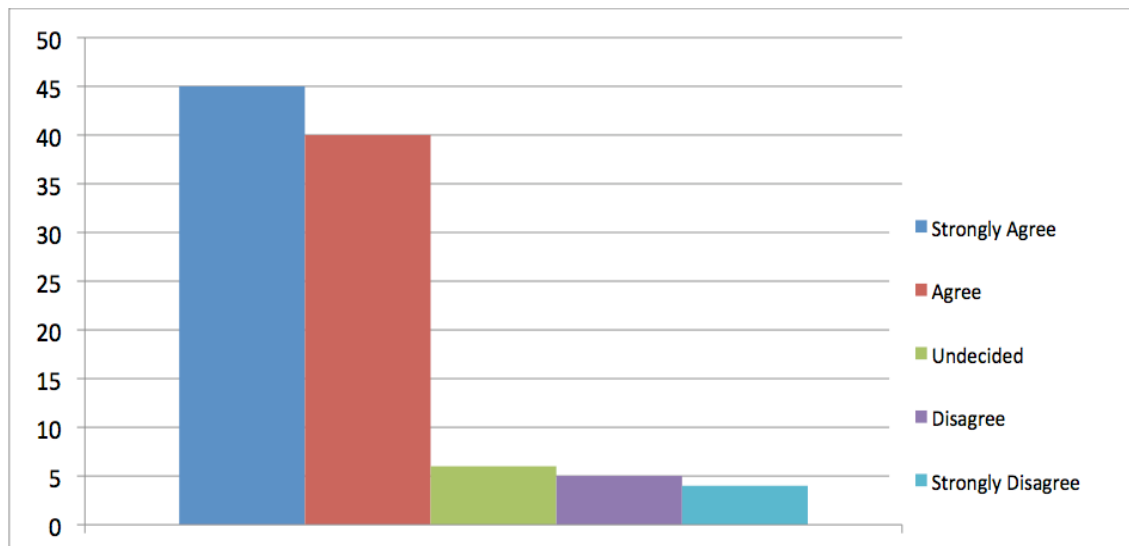
*Graph 4.13.* I feel relaxed while learning grammar

Learners mostly agree that they feel relaxed while learning grammar, but also there are some learners (19% of them) who do not feel good about learning grammar.



*Graph 4.14. Grammar is the most important part of language*

Most probably because of the types of exams in the Turkish educational system, 80% of adult learners of English consider grammar as the most important part of language.



*Graph 4.15. I forget the grammar rules easily if the instructors do not provide example sentences*

Examples are very essential for learners in recalling a grammatical structure.

Table 4.1.

*The Answers of the Adult Learners to the Statements in the Questionnaire*

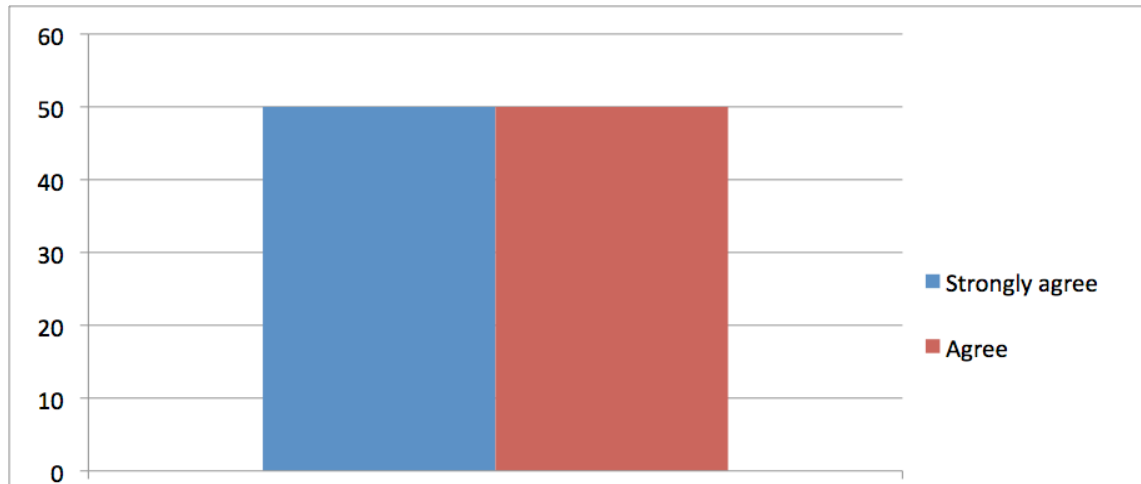
	<b>Statements in the questionnaire for the adult learners</b>	$\bar{X}$	S.d.	Meanings
1	<i>It is difficult to learn grammar in English.</i>	1,65	0,65	Strongly Agree
2	<i>The most difficult thing in foreign language learning is learning grammar.</i>	2,31	1,20	Agree
3	<i>I learn grammar only with the help of rules.</i>	2,27	1,04	Agree
4	<i>Before giving the grammatical rule, if the instructors provide example sentences I learn the structure better.</i>	1,50	0,53	Strongly Agree
5	<i>I like grammar courses more than vocabulary and listening courses.</i>	2,35	1,02	Agree
6	<i>Grammar is very important in foreign language learning.</i>	1,68	1,04	Strongly Agree
7	<i>We do not need grammar rules to speak a language.</i>	3,48	1,35	Disagree
8	<i>Learning grammatical rules is waste of time.</i>	3,45	1,37	Disagree
9	<i>I learn better when the instructors teach the grammatical rules in formulas.</i>	1,55	1,07	Strongly Agree
10	<i>I learn better when the instructors provide examples about the grammatical rules.</i>	1,62	1,28	Strongly Agree
11	<i>I think it doesn't make sense to memorize grammar rules.</i>	2,70	1,12	Undecided
12	<i>It becomes easier to form new sentences after learning the grammatical rule.</i>	1,65	1,30	Strongly Agree
13	<i>I feel relaxed while learning grammar.</i>	2,38	1,27	Agree
14	<i>Grammar is the most important part of language.</i>	1,70	1,22	Strongly Agree
15	<i>I forget the grammar rules easily if the instructors do not provide example sentences.</i>	2,37	1,28	Agree

#### 4.1.2. Questionnaire Results for Language Instructors

Instructors' ideas about inductive and deductive methods of teaching English grammar were examined just like the ideas of the adult learners, because this study holds that the more instructors feel relaxed with the way they teach, the more learners

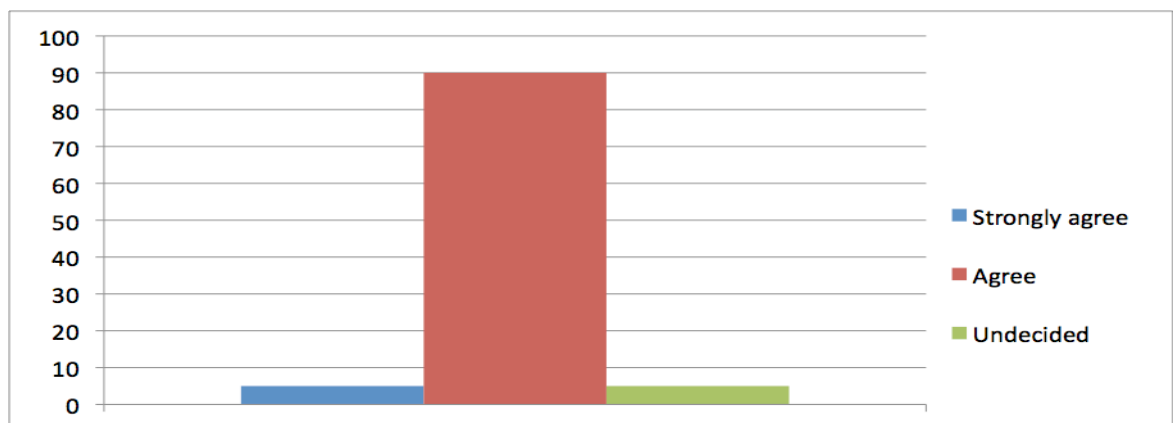


will feel calm while learning. Therefore, the ideas of the instructors about the inductive and deductive methods were also studied. The following tables show the item analysis results of the statements in the instructors' questionnaire.



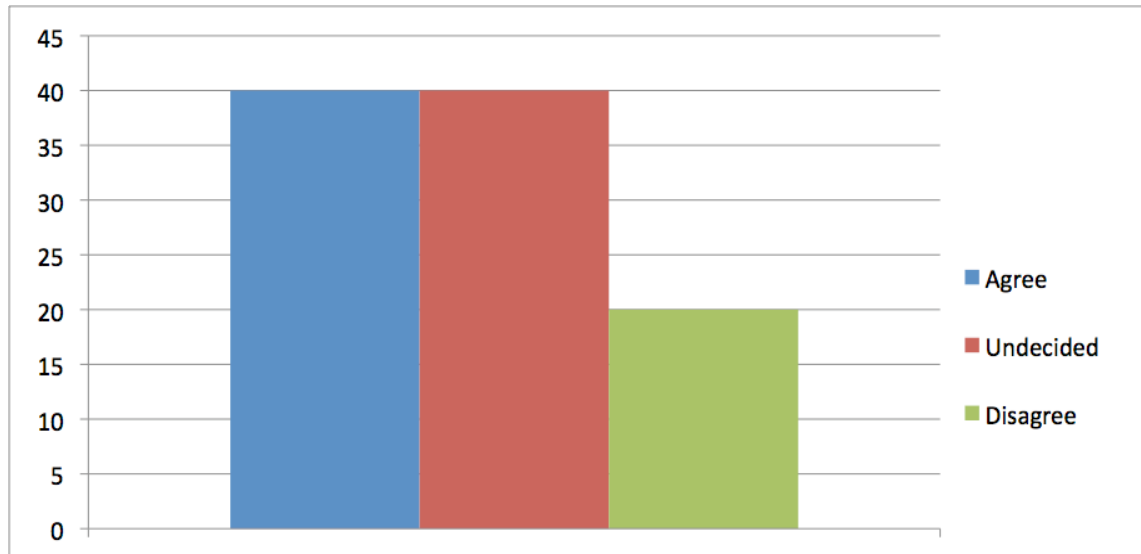
*Graph 4.16.* I prepare separate sessions to teach grammar

All of the instructors like having separate sessions especially for grammar in language teaching.



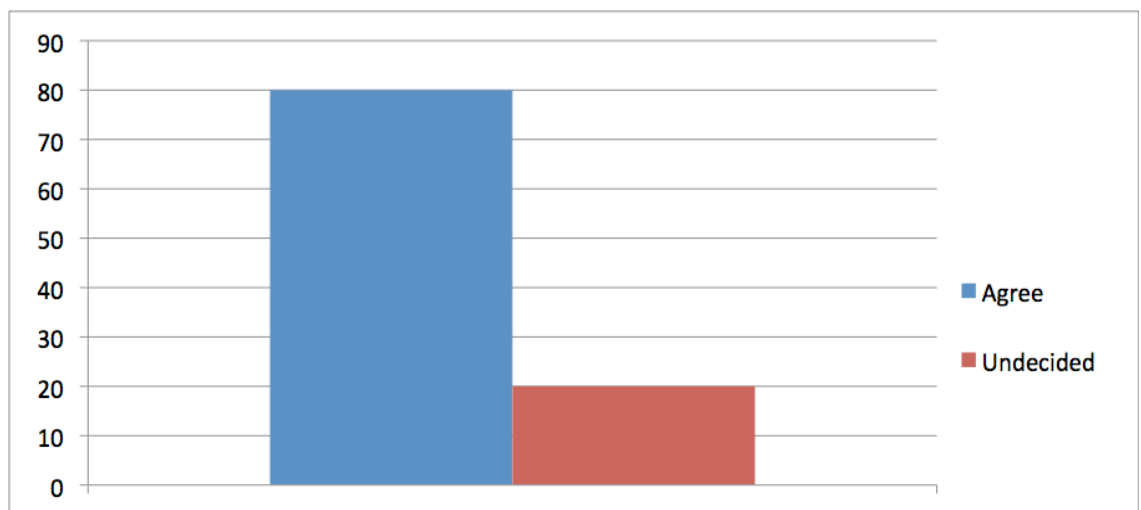
*Graph 4.17.* Grammar is an essential part of language teaching

For most of the instructors (93%), grammar is an essential skill in language teaching.



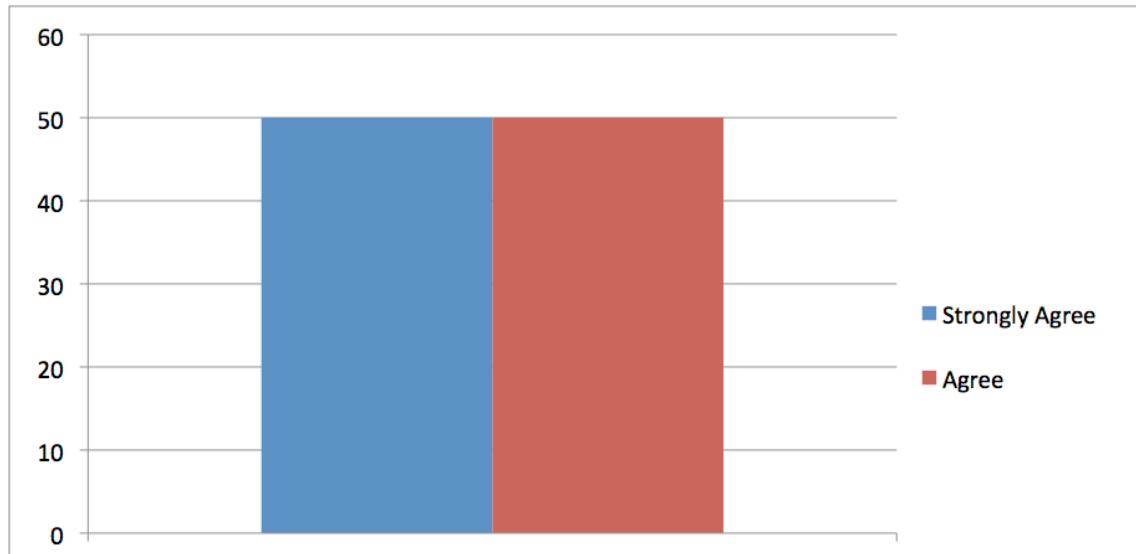
*Graph 4.18.* I use the inductive method in grammar teaching

Although there are some instructors (40%) using the inductive method of grammar teaching partially, mostly the inductive method is not preferred (60%).



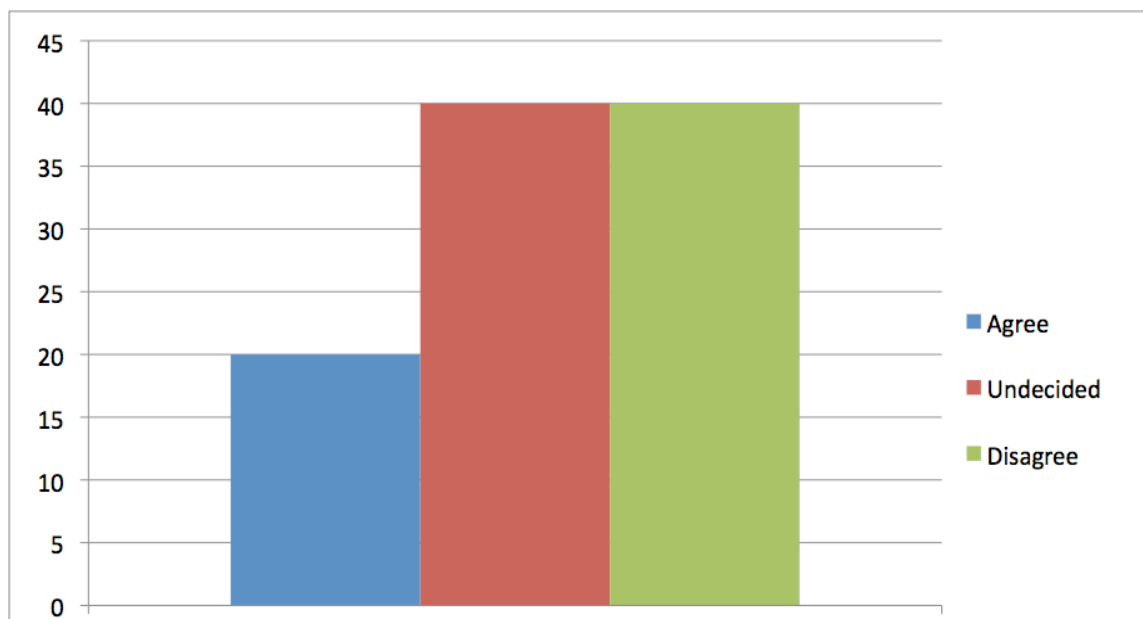
*Graph 4.19.* I use the deductive method in grammar teaching

80% of the instructors prefer the deductive method of grammar teaching.



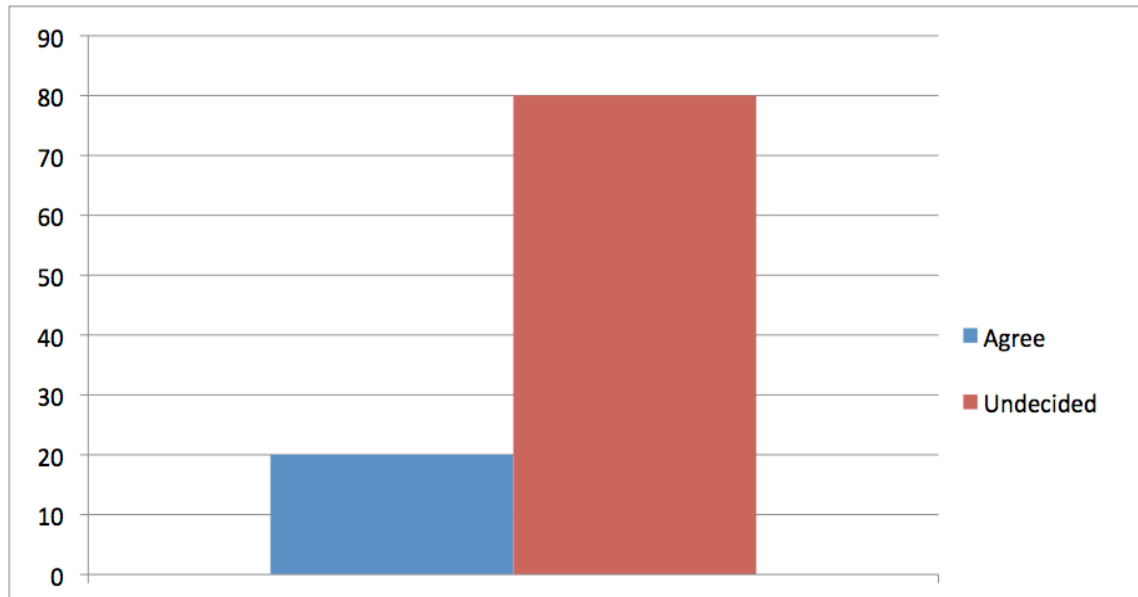
*Graph 4.20.*I provide many example sentences in grammar sessions

All of the instructors provide example sentences in grammar sessions, whether or not they use the deductive or inductive methods of teaching grammar.



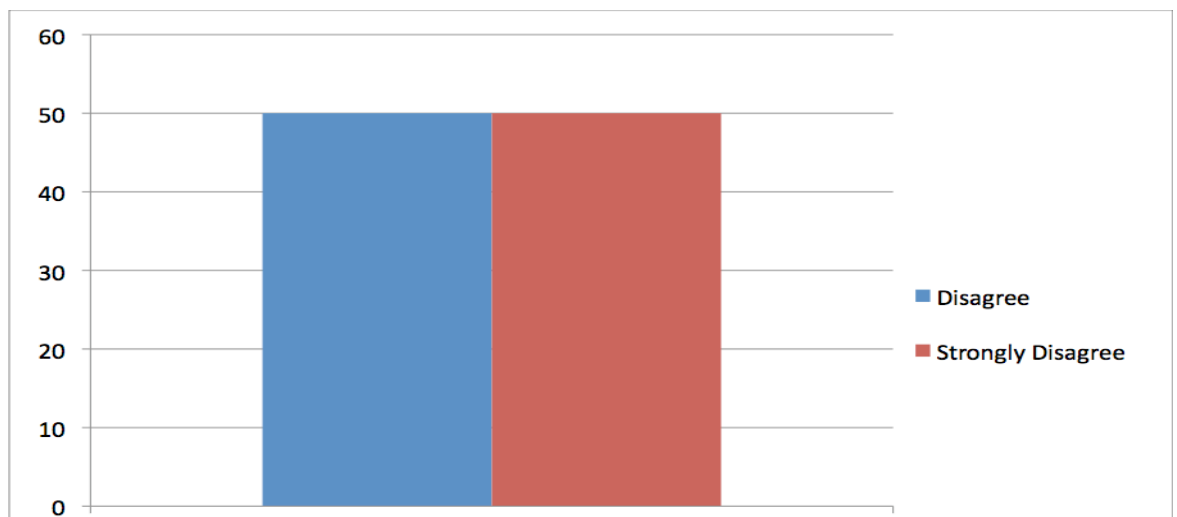
*Graph 4.21.*I prefer traditional techniques for grammar teaching

Traditional techniques and methods are not employed by most teachers (80%) nowadays.



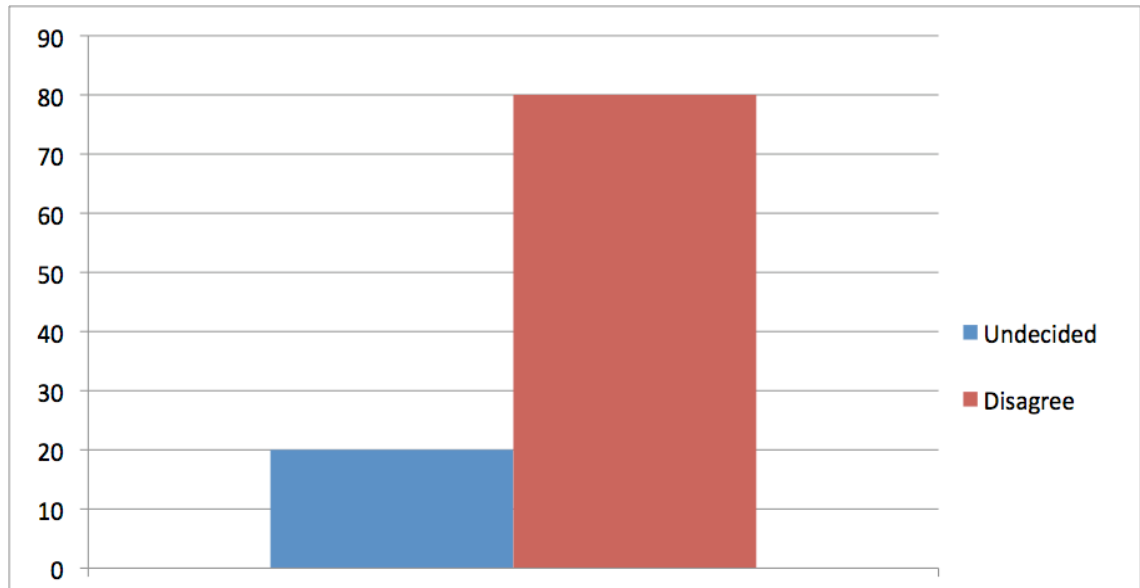
*Graph 4.22. I prefer modern techniques in teaching grammar*

The instructors are undecided about employing whether to name their techniques as the modern or traditional techniques (80%).



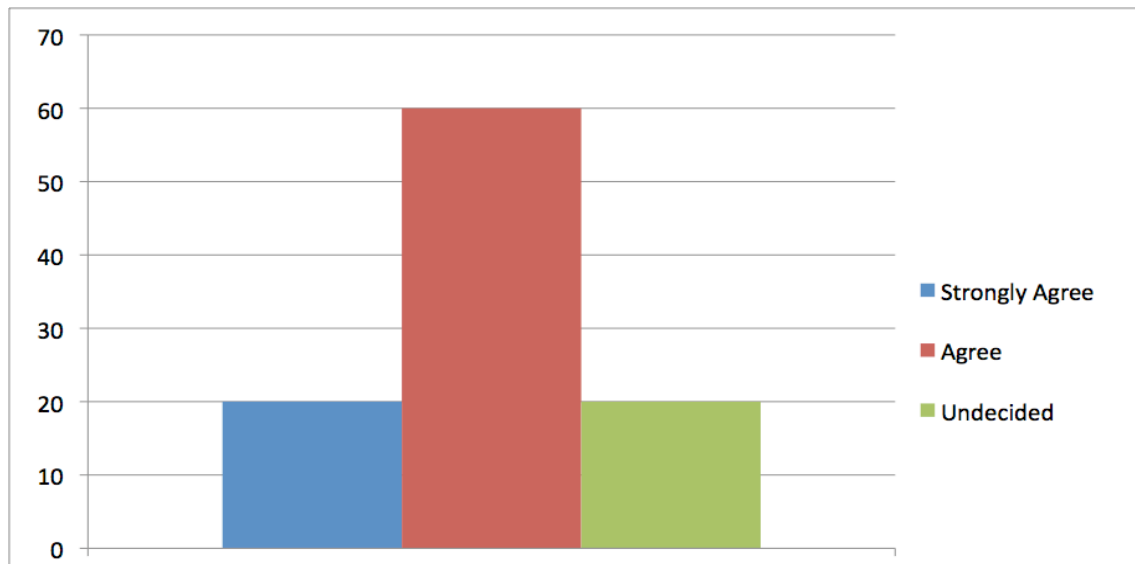
*Graph 4.23. Grammar teaching is waste of time*

Grammar teaching is considered as an important part of language teaching by most, instructors do not believe that grammar teaching is waste of time.



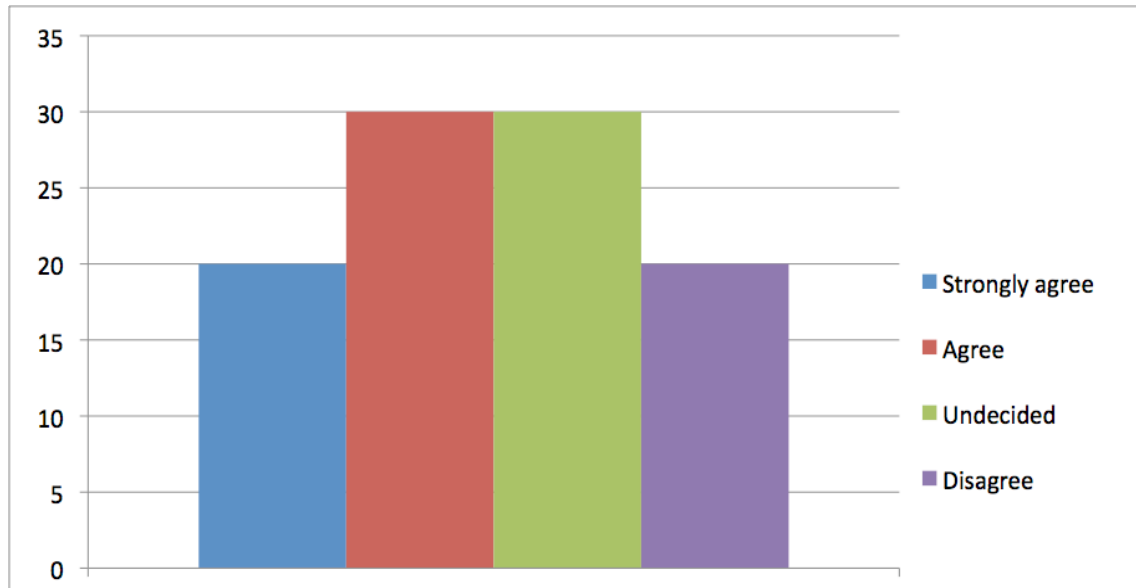
*Graph 4.24.* Students do not need grammar to speak a language

According to the 80% of the instructors, grammar is necessary to speak a language.



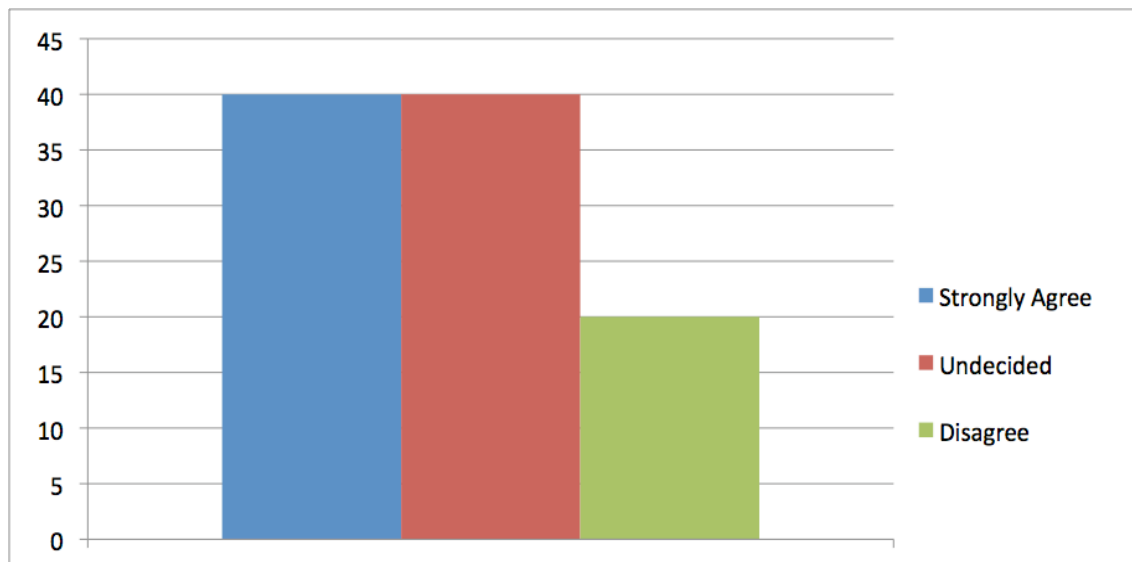
*Graph 4.25.* I present grammar rules in formulated forms

As the instructors make use of both the deductive and inductive methods of grammar teaching, most of them (80%) present the grammatical rules in formulated formats.



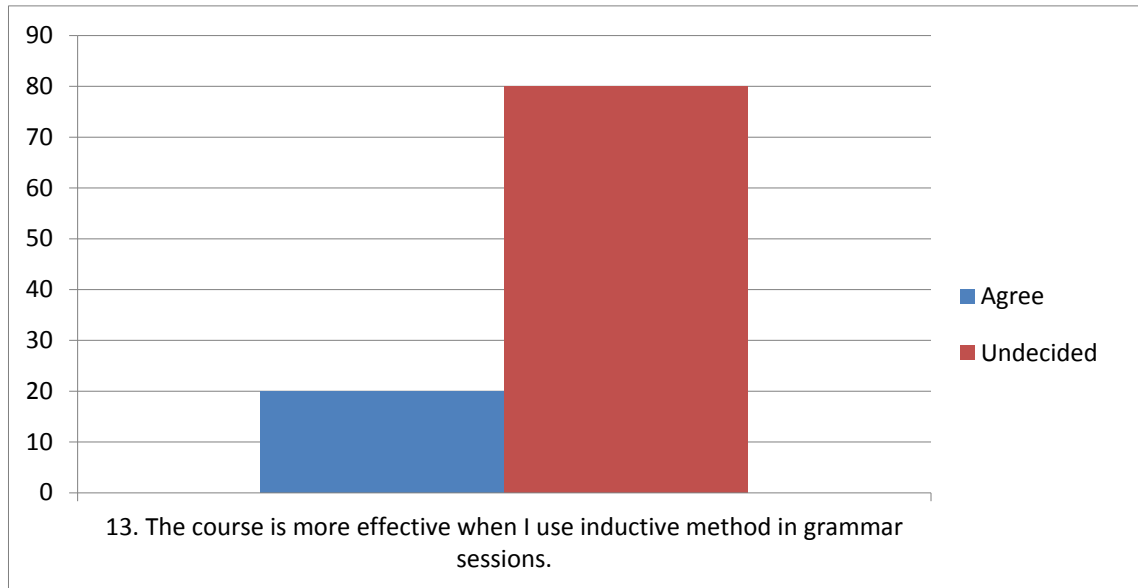
*Graph 4.26.* Students understand better when I present grammar rules in formulated structures

50% of the instructors believe that presenting formulated rules works better with their students.



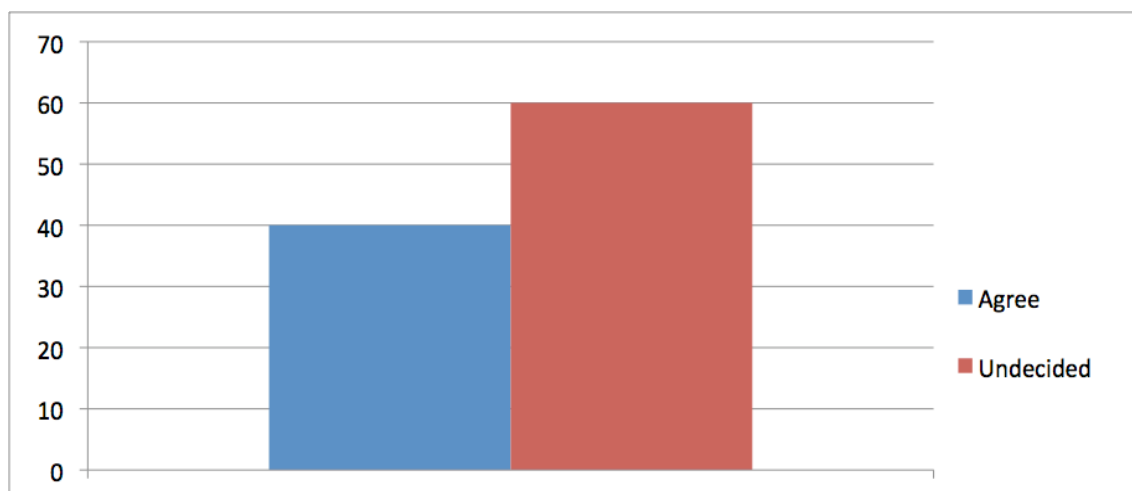
*Graph 4.27.* Students understand better if I provide examples before teaching the rule.

Only some of the instructors (40%) consider their students more successful when they give examples before presenting the grammatical rule.



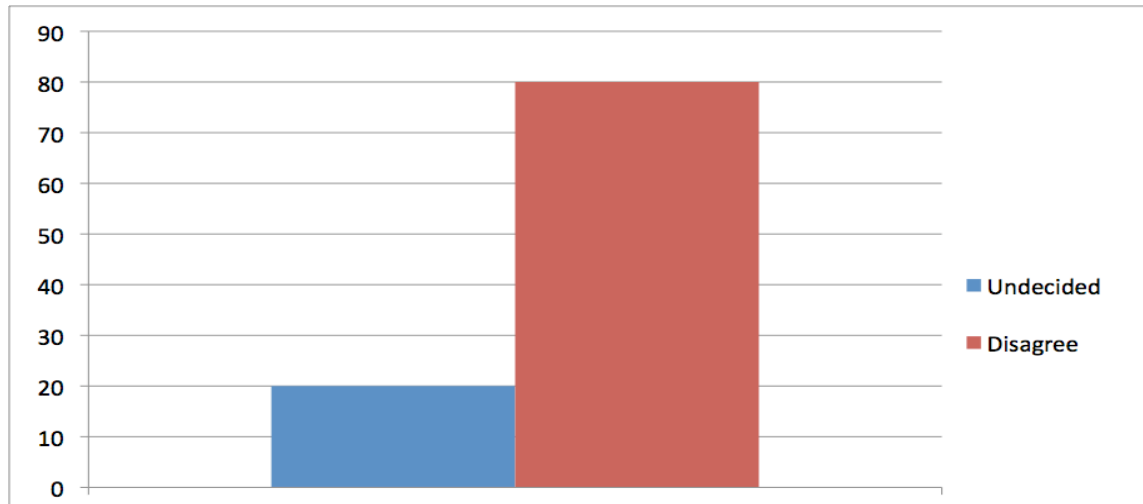
*Graph 4.28.* The course is more effective when I use the inductive method in grammar sessions.

80% of the instructors are not sure about the effectiveness of the inductive method for adult learners of English.



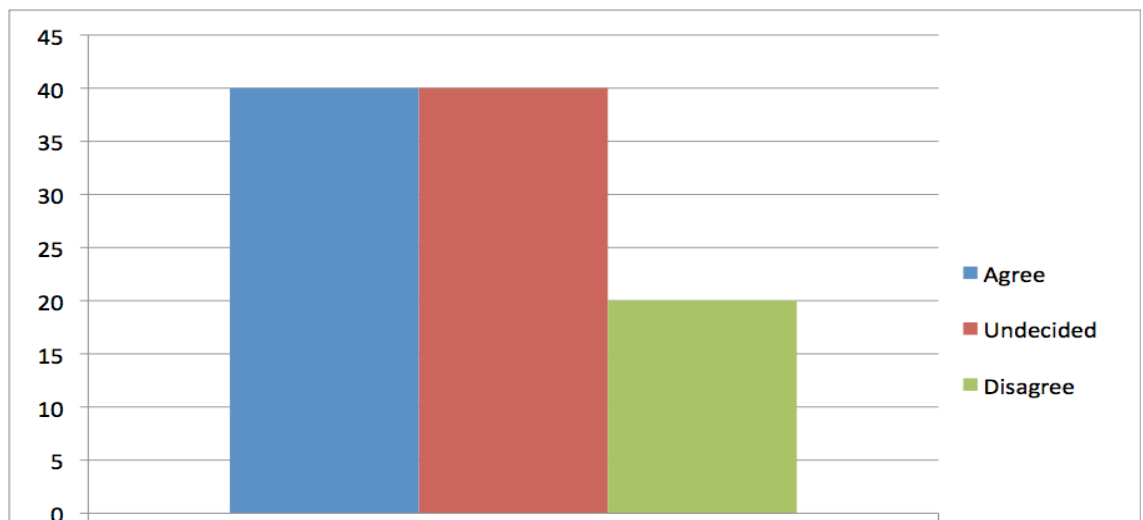
*Graph 4.29.* The course is more effective while using the deductive method in grammar sessions.

60% of the instructors are not sure about the effectiveness of the deductive method for adult learners of English.



*Graph 4.30.* Grammar teaching is not enjoyable for me.

For the language instructors, grammar teaching is an enjoyable part of languageteaching.



*Graph 4.31.* Students have to learn grammar to learn all skills of a language.

Although there are some instructors (40%) who believe that learners should learn grammar to be proficient in other skills of language, some of the instructors (40%) are not sure about the effectiveness of the grammar for other skills of language.



Table 4.2.

*The Answers of the Instructors to the Statements in the Questionnaire*

	<b>Statements in the questionnaire for the instructors</b>	$\bar{X}$	<b>S.d.</b>	<b>Meanings</b>
1	<i>I prepare separate sessions to teach grammar.</i>	1,50	0,53	Strongly Agree
2	<i>Grammar is an essential part of language teaching.</i>	2,36	1,25	Agree
3	<i>I use the inductive method in grammar teaching.</i>	2,70	1,12	Undecided
4	<i>I use the deductive method in grammar teaching.</i>	2,31	1,20	Agree
5	<i>I provide many example sentences in grammar sessions.</i>	1,68	1,02	Strongly Agree
6	<i>I prefer traditional techniques for grammar teaching.</i>	2,39	1,10	Disagree
7	<i>I prefer modern techniques in teaching grammar.</i>	2,80	1,03	Undecided
8	<i>Grammar teaching is a waste of time.</i>	4,25	1,40	Strongly Disagree
9	<i>Students do not need grammar to speak a language.</i>	4,05	1,33	Disagree
10	<i>I present grammar rules in formulated forms.</i>	2,27	1,04	Agree
11	<i>Students understand better when I present grammar rules in formulated structures.</i>	2,35	1,02	Agree
12	<i>Students understand better if I provide examples before teaching the rule.</i>	2,37	1,28	Agree
13	<i>The course is more effective when I use the inductive method in grammar sessions.</i>	2,80	1,20	Undecided
14	<i>The course is more effective while using the deductive method in grammar sessions.</i>	2,70	1,22	Undecided
15	<i>Grammar teaching is not enjoyable for me.</i>	3,47	1,21	Disagree
16	<i>Students have to learn grammar to learn all skills of a language.</i>	2,67	1,35	Undecided

#### 4.2. Pre-test and Post-test Results

Each test included 20 multiple-choice items and each item was evaluated for 5 points. Therefore, both the pre-test and post-test were evaluated out of 100 points. The pre-test was administered before the grammatical frameworks were instructed, and the

post-test was implemented after four weeks of instruction. The pre-test was used to evaluate learners' background knowledge and past experiences. The same test items were employed for both tests, but the order of the questions and choices were changed to ensure accurate results.

The mean score of the deductive group is 34,607 for the pre-test and 45,664 out of 100 for the post-test.

The mean score of the inductive group is 36,425 for the pre-test and 46,131 out of 100 for the post-test.

Table 4.3.

*Pre-test Results for each group*

	<b>Mean scores</b>	<b>Standard Deviation</b>	<b>Variance</b>
<b>Deductive Group</b>	<b>34,607</b>	<b>15,125</b>	<b>228,767</b>
<b>Inductive Group</b>	<b>36,425</b>	<b>16,00</b>	<b>256,00</b>

Table 4.4.

*Post-test Results for each group*

	<b>Mean scores</b>	<b>Standard Deviation</b>	<b>Variance</b>
<b>Deductive Group</b>	<b>46,131</b>	<b>19,123</b>	<b>365,690</b>
<b>Inductive Group</b>	<b>45,664</b>	<b>17,5</b>	<b>306,260</b>

Table 4.5.

*Pre-test and post-test Results Comparison*

	<b>Mean Score of Pre-test</b>	<b>Mean Score of Post-test</b>	<b>Number of Learners</b>	<b>Accrual (%)</b>
<b>Deductive Group</b>	<b>34,607</b>	<b>46,131</b>	<b>95</b>	<b>11,524</b>
<b>Inductive Group</b>	<b>36,425</b>	<b>45,664</b>	<b>95</b>	<b>9,239</b>

As seen in Tables 34, 35, and 36, the increase in the academic success of the participants has a higher percentage in the “Deductive group” than the “Inductive Group.” Therefore it is concluded that although the results of the pre-tests are inconsiderably different from each other, the pre-test minimizes the background knowledge of the learners; this means we may have clear correlation between the post-test results and learners’ academic success.

Table 34 shows that although the mean score of the “Inductive Group” is slightly higher, it is likely that learners have more or less the same points in both groups when we consider the standard deviation.

However, as concluded from Table 36, the adult learners who are in the “Deductive Group” seem more successful because of their mean score and standard deviation. In this group, there are some learners who obtained higher scores than in the “Inductive Group.”

Therefore, the group that was taught with the deductive teaching obtained higher scores than the group that was instructed with the inductive teaching. It is clear that academically, the “Deductive Group” is significantly more successful than the “Inductive Group.”

In the next chapter, the results will be discussed and conclusion will be presented.

## CHAPTER FIVE

### 5. CONCLUSION AND RECOMMENDATION FOR FURTHER RESEARCH

#### 5.1. Conclusion

This study aimed to determine the effectiveness of deductive and inductive methods of teaching grammar on the academic success of adult learners of English. In addition, the feelings of adult learners and language instructors were considered for the study. The results obviously pointed at the discrepancy between inductive and deductive grammar teaching. The research questions for this study were;

1. Which way of grammar teaching more effective in teaching grammar to adult learners of English-inductive or deductive?
2. What effects does the deductive instruction of grammar have on university students' grammar knowledge?
3. What effects does the inductive instruction of grammar have on university students' grammar knowledge?
4. How do adult learners feel when deductive and inductive approaches are used in grammar instruction?

The findings show that 59% of adult learners find it difficult to learn grammatical topics. For most learners (69%), the most difficult part of language learning is learning grammar. While learning grammar, 57% of the learners prefer to study rules to learn specific grammatical topics, rather than example sentences. Although they consider it as a difficult skill, 73% of the learners think that they need to study grammar in order to speak a specific language. 37% of the learners think that memorizing grammatical rules is a reasonable way to learn a language. This may be based on the nature of Turkish Educational System.

In addition to the learner feedback questionnaire findings, teacher feedback questionnaire indicates that all the instructors have sessions to teach grammar separated from other skills. For 93% of the instructors, grammar is essential part of language and

they enjoy teaching grammar. While 60% of the instructors employ inductive teaching, 40% of them prefer deductive teaching. However, the instructors are not sure whether to label the methods they use as either “Modern” or “Traditional”. Just like the adult learners, 80% of the instructors think that it is not possible to speak a language without enough grammatical knowledge. In addition, instructors (40%) do not think that grammar is linked to other skills of a language and so learners do not need grammatical knowledge to be proficient in other skills of language.

In terms of the academic success of adult learners, the deductive teaching group seems to be more successful and more proficient in using the structures that were taught in the grammar sessions. Therefore, according to the pre- and post-test results, it is concluded that deductive teaching works better with the adult learners when the academic success and proficiency levels are examined. Although the mean scores of pre and post tests are not significantly different from each other ( $p=0,485>0,05$ ), when the feedback of the learners and the instructors are combined with the numbers, deductive way of teaching grammar is evaluated as more effective for this study.

Another conclusion reached as a result of the data analysis in this research was the impressions of the adult learners and instructors. Although some participants revealed the notion that they feel satisfied with inductive way of teaching, most of them conveyed the idea that they are better with the deductive grammar teaching/learning. Further, they propose that deductive way let them internalize the target framework easily.

As the final remark, most of the learners revealed that they feel better with deductive way and their pre and post test results show that they learn better deductively. Additionally, instructors, no matter experienced or not, esteem that the inductive way is much more vulnerable in grammar teaching.

## **5.2. Discussion**

This study is remarkable in examining the perceptions and opinions of adult learners about inductive and deductive instruction. Findings of the study shed light about the fact that both inductive and deductive teachings are effective in teaching grammar to adult learners. Investigating the issues concerning inductive and deductive teaching is

important because it is supposed to provide clear insights about an ongoing argument. The findings are of the paramount importance for the language instructors teaching to adult learners.

The study has familiar parts with some past research, like Schafer (1989) who asserts that there is not a significant difference between two approaches. But different from Schafer's research, this study indicates that deductive teaching is more advantageous for adult learners in contrast with the studies of Herron & Tomasello (1992), which present more favorable results for inductive teaching. But, this study supports the claims of Erlam (2003), Robinson (1996) and Seliger (1975) who ascertain a general advantage for deductive instruction.

Additionally, Norris and Ortega (2000) propose that explicit analysis of grammar seems more useful than indirect or implicit treatment of grammar. This assertion is in the same direction with the findings of this study.

Furthermore, in a study of Heo (2007), the relationship between different levels of noticing, difficulty in rules, and types of grammar knowledge were investigated. The learners were divided into three groups and the most successful group seems to be the group for which the deductive method of grammar teaching was applied. The findings of Heo (2007) and the findings of the present study are similar in terms of the academic success of the group in which deductive grammar teaching was used.

Advantages of the deductive method of teaching were also expressed in another study, which was conducted with an artificial language called "esperanto" (de Graff, 1997). The inductive group participated in, not only a variety of structural activities, but also meaning-focused activities; the deductive group received rule explanation in addition to these functional and meaning-focused activities. De Graff found a clear difference in the group that received explicit instruction, and as an overall result, the deductive method was found better.

Regarding the deductive group, the findings of Ellis' (1996) proposes that formal language teaching has more advantages for adult language learners. For this study, the findings may stem from the educational system learners grow up with. Therefore, deductive instruction for adult learners seems more effective as a tool for formal English education.

According to Fotos (2002), the success of implicit instruction depends on enough communicative opportunities in class and exposure to the target structure outside of class. However, for this study, classroom interaction was not very effective because of learners' low proficiency levels. Also, students' exposure to the language out of class was not observed.

In addition, the findings agree with Ellis's (2002) argument that "students who have deductive grammar instruction as part of their study achieve a higher level of grammatical accuracy than those who not."

One of Andrews's (2007) studies partially supports the deductive way of grammar teaching. That study aims to search for the influence of implicit and explicit teaching both simple and complex grammatical structures. As a result of his study, Andrews (2007) claims that learners are more successful when deductive instruction is applied for simple structures; however, for more complex structures both inductive and deductive methods of teaching grammar seem equally effective. On the basis of Andrew's idea, in this study, four week instruction was on simple grammar structures. Therefore, the results may emerge from this generalization. So, several reasons for these findings should be considered. Firstly, motivational factors in addition to the Turkish Educational System and examination system may have impacts on this result. As learners are a part this system for a long time, their learning style may be adapted to the outcomes of this system. Another explanation may come from the fact that inductive teaching may be new for both learners and instructors. Once students are familiar with analyzing data and discovering rules for themselves according to their own learning style, this will most likely bring about positive learning effects (Kwakernaak, 2009; Krashen, 1982; Staatsen, 2009).

In conclusion, according to most of the research in this area, it is claimed that learning takes place with both inductive and deductive methods. There is not a considerable difference between learners' academic success and structural comprehension. Thus, it is not possible to divide these two instruction types. While according to the results of some studies inductive grammar teaching seems more effective in terms of interaction and student feelings, there are also various findings supporting deductive teaching.

### **5.3. Recommendation for Further Research**

As the results of this study did not show a serious difference between the two types of instruction, further research may be extended to a larger sample of participants.

Moreover, further study may have more detailed subsections in response to the question “Which grammatical structures are best suited to inductive versus deductive teaching?” Additionally, “learning” in this study is defined with the results of pre and post tests including multiple choice questions so further research may focus on testing written essays and spoken discourse.

Lastly, in the lights of these implications, only the instruction stage of a grammar course is taken into consideration in this study. To get a better definition of the topic, feedback and the introduction part of courses should be taken into consideration in further research.



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## APPENDICES

### APPENDIX 1. QUESTIONNAIRE FOR STUDENTS

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.	It is difficult to learn vocabulary in English					
2.	The most difficult thing is to learn vocabulary					
3.	I learn vocabulary just by memorization					
4.	When the teacher sets up a game, I learn vocabulary more easily					
5.	I love physical games rather than lectures					
6.	I think vocabulary is an important part of language learning					
7.	I think games are useless and childish					
8.	Games may be fun in language classes					
9.	I don't want to be physically active in language courses					
10.	I love games but I am shy about participating them					
11.	I don't like games because I am shy about participating games					
12.	I don't feel comfortable while playing games in vocabulary sessions					
13.	I feel relaxed while playing games					
14.	When I learn new words by playing games, I can remember them more easily					
15.	I forget the new words easily when I memorize them					

Age:..... Department- Class:..... Gender: .....

Additional Comments:

## APPENDIX 2. QUESTIONNAIRE FOR TEACHERS

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.	I have separate sessions to teach vocabulary					
2.	Vocabulary is an essential part of language teaching					
3.	I use games in my language classes.					
4.	I use games while teaching vocabulary					
5.	I use physical games mostly					
6.	I prefer traditional techniques for vocabulary teaching					
7.	Using games for adult learners is nonsense					
8.	Students are shy about physical games					
9.	Teaching vocabulary with games makes the words more permanent					
10.	Games on vocabulary increase the motivation of the adult learners					
11.	Traditional techniques are more useful for adult learners					
12.	Adult learners are reluctant to play games in vocabulary sessions					
13.	Games are only useful for the young learners					
14.	Games are difficult to apply in classroom environment especially at universities					
15.	I find visuals and realia more effective than games in vocabulary teaching					

Age: ..... Experience Year:..... Gender:.....

Additional Comments:

### APPENDIX 3. PRE-TEST AND POST-TEST

#### PRE-TEST AND POST-TEST FOR THE THESIS

Choose the best option.

1. John \_\_\_\_\_ at this moment.  
a) arrive      b) arrives      c) are arriving      d) is arriving
2. This week Barbara is away for business and so Tom \_\_\_\_\_ dinner for himself.  
a) cooks      b) is cooking      c) are cooking      d) cook
3. Today Mr. And Mrs. Parson \_\_\_\_\_ together.  
a) is working      b) are working      c) works      d) worked
4. At the moment my parents \_\_\_\_\_ breakfast.  
a) has      b) had      c) is having      d) are having
5. My husband \_\_\_\_\_ golf right now.  
a) is playing      b) plays      c) play      d) played
6. Helen \_\_\_\_\_ playing volley ball.  
a) are      b) can      c) isn't      d) has
7. He \_\_\_\_\_ football yesterday.  
a) is playing      b) played      c) plays      d) play
8. She \_\_\_\_\_ too much chocolate last night.  
a) eats      b) are eating      c) ate      d) eated
9. \_\_\_\_\_ you \_\_\_\_\_ Tom last Saturday?  
a) Was/ see      b) Do/ see      c) Are/ see      d) Did/ see
10. John \_\_\_\_\_ to New York last month.  
a) went      b) goed      c) is going      d) goes
11. Alex \_\_\_\_\_ last weekend.  
a) Is working      b) works      c) didn't work      c) doesn't work
12. John \_\_\_\_\_ leave early tomorrow.  
a) leaves      b) is going to leave      c) are going to leave      d) leaving
13. Sam and Andrew \_\_\_\_\_ a teacher next year.  
a) is      b) are      c) does      d) are going to be
14. Be careful! You \_\_\_\_\_ the glass.  
a) are going to drop      b) drop      c) drops      d) dropped
15. What \_\_\_\_\_ (you/buy) with the money you won in the lottery?  
a) do you buy      b) does you buy      c) are you going to buy      d) buys
16. The blue car is \_\_\_\_\_ than the red car.  
a) more fast      b) faster      c) the fastest      D) fast
17. This is \_\_\_\_\_ shirt in the shop.  
a) cheaper      b) more cheap      c) the most cheap      d) the cheapest
18. Mona Lisa is one of the \_\_\_\_\_ paintings in this museum.  
a) the most beautiful      b) more beautiful      c) beautifullest      d) beautifuler
19. Bob is \_\_\_\_\_ than Mark.  
a) young      b) youngest      c) younger      d) more young
20. This is \_\_\_\_\_ movie I've ever seen.  
a) better      b) good      c) the best      d) the goodest



## APPENDIX 4. INSTRUCTION MATERIALS FOR FOUR WEEKS

### Fill in the blanks with present continuous or present simple

1. Every Monday, Sally (drive) \_\_\_\_\_ her kids to football practice.
2. Usually, I (work) \_\_\_\_\_ as a secretary at ABT, but this summer I (study) \_\_\_\_\_ French at a language school in Paris. That is why I am in Paris.
3. Shhhhh! Be quiet! John (sleep) \_\_\_\_\_.
4. Don't forget to take your umbrella. It (rain) \_\_\_\_\_.
5. I hate living in Seattle because it always (rain) \_\_\_\_\_.
6. I'm sorry I can't hear what you (say) \_\_\_\_\_ because everybody (talk) \_\_\_\_\_ so loudly.
7. Justin currently (write) \_\_\_\_\_ a book about his adventures in Tibet. I hope he can find a good publisher when he is finished.
8. Jim: Do you want to come over for dinner tonight?  
Denise: Oh, I'm sorry, I can't. I (go) \_\_\_\_\_ to a movie tonight with some friends.
9. The business cards (be, normally) \_\_\_\_\_ printed by a company in New York. Their prices (be) \_\_\_\_\_ inexpensive, yet the quality of their work is quite good.
10. This delicious chocolate (be) \_\_\_\_\_ made by a small chocolatier in Zurich, Switzerland.

### Fill in the blanks with present continuous or present simple

- 1) Andy sometimes \_\_\_\_\_ comics. (to read)
- 2) We never \_\_\_\_\_ TV in the morning. (to watch)
- 3) Listen! Sandy \_\_\_\_\_ in the bathroom. (to sing)
- 4) My sister usually \_\_\_\_\_ in the kitchen. (to help)
- 5) My mother \_\_\_\_\_ breakfast now. (to make)
- 6) They often \_\_\_\_\_ the bathroom. (to clean)

- 7) Look! The boys \_\_\_\_\_ home. (to come)
- 8) Every day his grandfather \_\_\_\_\_ for a walk. (to go)
- 9) I \_\_\_\_\_ with my friend at the moment. (to chat)
- 10) Cats \_\_\_\_\_ mice. (to eat)



### 1. Fill in the blanks with the words below

#### Bob's Activities

My name is Bob. I live at school from Monday to Friday. On \_\_\_\_\_, I live at home with my \_\_\_\_\_ and my pet dog Mickey. At school, I we do lots of \_\_\_\_\_. Every morning, I play the \_\_\_\_\_ for one \_\_\_\_\_. I am pretty \_\_\_\_\_ at playing the guitar. After guitar \_\_\_\_\_, I go to my class. I \_\_\_\_\_ study art, but \_\_\_\_\_ I study \_\_\_\_\_. Lunch time is \_\_\_\_\_ time. I \_\_\_\_\_ play football with my \_\_\_\_\_, but \_\_\_\_\_ I collect coins.

[free]

[friends]

[computing]

[sometimes]

[practice]

[usually]

[now]

[guitar]

[activities]

[parents]

[hour]

[used to]

[weekends]

[good]







wet





### *Supermarket*

Diana and Roger Frost are in a large supermarket in Wembley. They shop here every Saturday morning. Their two children are at home with Rosa.

"I'll get the fruit and you get the vegetables!" Diana tells her husband. Roger puts four small lettuces into his basket. Then he sees some large tomatoes from Holland and some very small tomatoes from Spain. He likes tomatoes very much so he takes both types.

Diana always buys a lot of bananas. They are good value and the children like them. The Frosts have apple and pear trees in their garden so they do not buy any green fruit. They also have a lot of strawberries in their freezer.

"Have you got the potatoes?" Diana asks.

"Yes, I have got" answers Roger.

"Well, you can get the cheese and olives. I'll get the butter, milk, yoghurt and pizza."

Roger takes a ticket from a small machine and waits for his number. Then an assistant in a white uniform serves him with 350 grammes of Cheddar cheese and 100 grammes of small, black olives.

Diana is very quick. Her basket is now very full. She has also got a packet of Mozzarella cheese for the pizza and a large chicken for Sunday lunch. She meets her husband near the bread counter.

They buy two loaves of French bread for the weekend.

"Let's get the ice-cream and go home." Roger says. "Supermarkets aren't my favourite places!"

"I know!" answers Diana. "You'd like to do all your shopping by computer! There are two more things on my list. We need toothpaste and toilet paper!"

### *What is Love?*

Love is a very strong feeling of affection. Love is partly created by hormones in the brain, telling the person if they like somebody or something. Love cannot easily be described, because it is a mix of emotion; people can love and be loved in different ways.

Love is the attraction of one person to another person, object or sensation. It is debated whether animals can experience love. Love is created by chemical reactions in the brain. Eating chocolate releases the same chemicals in the brain giving one the feeling of love.

Love is a different feeling for many people; different people can feel or experience love in different ways. As a result it is something that is hard to define.

A common belief is that there is a difference between being "in" love and loving someone. Being in-love is something which many people believe is too much; people think about the person or thing they are in love with a lot, the person or animal (if that is possible) might think that the one he/she is "in love" with is very important to them. There are many forms of love: self-love, divine love, love for another person (family member, friend, lover), just to name a few. In fact, love does not even have to involve people; for example, love can exist in regard to an object or idea. Psychology divides love into three basic categories: brotherly love, romantic love, and physical love. Theoretically, having all three makes true love.

Often love can be confused with another feeling, such as sexual attraction, affection, obsession or feelings of friendship. There are examples when love can be destroyed; love was once there, but another feeling, such as jealousy or anger, has taken over the feeling of love.

Love is based on respect, admiration, and communication. Respect must be present in order for love to grow. One cannot love someone or something one disrespects or hates, or is unable to communicate with.



**Write the superlative forms of the adjectives**

1. This is a HIGH school => This is the \_\_\_\_\_ school in London.
2. That was an EASY exercise => That was the \_\_\_\_\_ exercise of the test.
3. This is a COMFORTABLE armchair => This is the \_\_\_\_\_ armchair in this shop.
4. This is a BIG cheese burger => This is the \_\_\_\_\_ cheese burger of the McDonald's Company.
5. That was a very BAD conversation => That was the \_\_\_\_\_ conversation I have had.
6. That was a DIFFICULT exercise => That was the \_\_\_\_\_ exercise of the test.
7. He's got a GOOD pen => He's got the \_\_\_\_\_ pen of the class.
8. This is an INDIFFERENT pupil => This is the \_\_\_\_\_ pupil of my class.
9. He is a FUNNY boy => He is the \_\_\_\_\_ boy in the world.
10. He is LESS young than the others => He is the \_\_\_\_\_ young of my class.

## Simple Past

[VERB+ed] or irregular verbs

Examples:

- You **called** Debbie.
- **Did** you **call** Debbie?
- You **did not call** Debbie.

Complete List of Simple Past Forms

USE 1 Completed Action in the Past



Use the Simple Past to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind.

Examples:

- I **saw** a movie yesterday.
- I **didn't see** a play yesterday.
- Last year, I **traveled** to Japan.
- Last year, I **didn't travel** to Korea.
- **Did** you **have** dinner last night?
- She **washed** her car.
- He **didn't wash** his car.

USE 2 A Series of Completed Actions



We use the Simple Past to list a series of completed actions in the past. These actions happen 1st, 2nd, 3rd, 4th, and so on.

Examples:

- I **finished** work, **walked** to the beach, and **found** a nice place to swim.

- He **arrived** from the airport at 8:00, **checked** into the hotel at 9:00, and **met** the others at 10:00.
- **Did** you **add** flour, **pour** in the milk, and then **add** the eggs?

#### USE 3 Duration in Past



The Simple Past can be used with a duration which starts and stops in the past. A duration is a longer action often indicated by expressions such as: for two years, for five minutes, all day, all year, etc.

Examples:

- I **lived** in Brazil for two years.
- Shauna **studied** Japanese for five years.
- They **sat** at the beach all day.
- They **did not stay** at the party the entire time.
- We **talked** on the phone for thirty minutes.
- A: How long **did** you **wait** for them?  
B: We **waited** for one hour.

#### USE 4 Habits in the Past



The Simple Past can also be used to describe a habit which stopped in the past. It can have the same meaning as "used to." To make it clear that we are talking about a habit, we often add expressions such as: always, often, usually, never, when I was a child, when I was younger, etc.

Examples:

- I **studied** French when I was a child.
- He **played** the violin.
- He **didn't play** the piano.
- **Did** you **play** a musical instrument when you were a kid?
- She **worked** at the movie theater after school.
- They never **went** to school, they always **skipped** class.

#### USE 5 Past Facts or Generalizations



The Simple Past can also be used to describe past facts or generalizations which are no longer true. As in USE 4 above, this use of the Simple Past is quite similar to the expression "used to."

Examples:

- She **was** shy as a child, but now she is very outgoing.
- He **didn't like** tomatoes before.
- **Did** you **live** in Texas when you **were** a kid?
- People **paid** much more to make cell phone calls in the past.

**Fill in the Blanks with Past Simple**

- 1 I  (see) John two minutes ago.
- 2  you  (come) home early yesterday evening?
- 3 We are going to California for holiday this summer. But we  (go) to Turkey for our holiday last year.
- 4 He  (not/be) ill yesterday evening.
- 5 They  (be) really angry when they saw me.
- 6 My teacher  (give) us a lot of homework.
- 7 David  (not/sleep) last night, because he was really ill.
- 8 My father  (swim) in the pool all day yesterday.
- 9  your friend  (visit) you when you  (be) on holiday?
- 10 Mary  (put) some oil into the machine.

**Put the verbs into the correct form (simple past).**

1. Last year I (spend) \_\_\_\_\_ my holiday in Ireland.
2. It (be) \_\_\_\_\_ great.
3. I (travel) \_\_\_\_\_ around by car with two friends and we (visit) \_\_\_\_\_ lots of interesting places.
4. In the evenings we usually (go) \_\_\_\_\_ to a pub.
5. One night we even (learn) \_\_\_\_\_ some Irish dances.
6. We (be) \_\_\_\_\_ very lucky with the weather.
7. It (not / rain) \_\_\_\_\_ a lot.
8. But we (see) \_\_\_\_\_ some beautiful rainbows.
9. Where (spend / you) \_\_\_\_\_ your last holiday?

## IRREGULAR VERB LIST

<i>infinitive</i>	<i>past simple</i>	<i>past participle</i>
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain

<i>infinitive</i>	<i>past simple</i>	<i>past participle</i>
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read [red]*	read [red]*
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/showed
shrink	shrank	shrank
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
speak	spoke	spoken
spend	spent	spent
spit	spat	spat
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
weep	wept	wept
win	won	won
write	wrote	written

\* pronunciation

**Put the verbs into the correct form of future. Use going to.**

1. It (rain) \_\_\_\_\_.
2. They (eat) \_\_\_\_\_ stew.
3. I (wear) \_\_\_\_\_ blue shoes tonight.
4. We (not / help) \_\_\_\_\_ you.
5. Jack (not / walk) \_\_\_\_\_ home.
6. (cook / you) \_\_\_\_\_ dinner?
7. Sue (share / not) \_\_\_\_\_ her biscuits.
8. (leave / they) \_\_\_\_\_ the house?
9. (take part / she) \_\_\_\_\_ in the contest?
10. I (not / spend) \_\_\_\_\_ my holiday abroad this year.

**Put in the verbs in brackets into the gaps and form sentences. Use going to-future.**

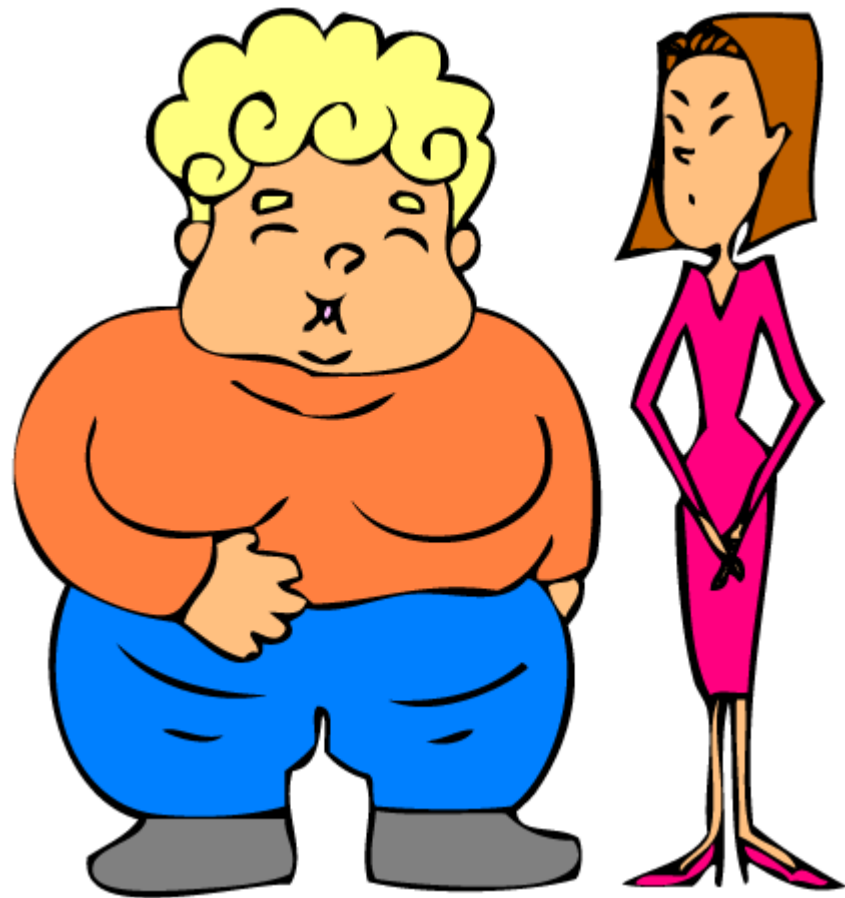
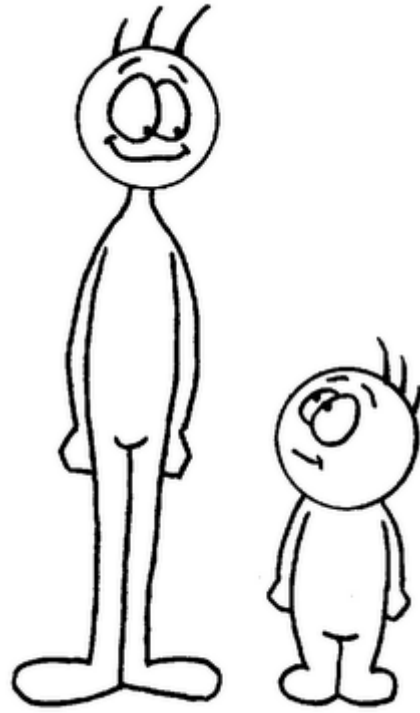
- 1) He  his friend. (to phone)
- 2) We  a new computer game. (to play)
- 3) My sister  TV. (to watch)
- 4) You  a picnic next Tuesday. (to have)
- 5) Jane  to the office. (to go)
- 6) They  to the bus stop this afternoon. (to walk)
- 7) His brother  a letter to his uncle today. (to write)
- 8) She  her aunt. (to visit)
- 9) I  my homework after school. (to do)
- 10) Sophie and Nick  their friends. (to meet)

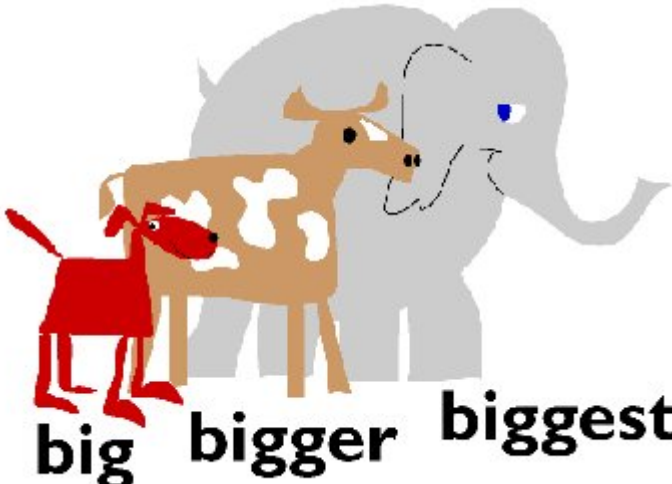


Look at these verbs and complete the sentences using **Going to Future**.

play do take set  
ride visit buy swim

- Emma \_\_\_\_\_ her English exam next week.
- It is very hot today. I \_\_\_\_\_ in the lake.
- We \_\_\_\_\_ our grandparents this weekend. We haven't seen them for a long time.
- John and his brother \_\_\_\_\_ their bikes.
- I \_\_\_\_\_ the table. It's time for lunch.
- David \_\_\_\_\_ his homework after school.
- It's Paul's birthday next week. We \_\_\_\_\_ him a present.
- His sister \_\_\_\_\_ the violin at the concert.





**big bigger biggest**



**small smaller smallest**





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## COMPARATIVE - SUPERLATIVE

*Fill in the gaps with the comparative form of the adjectives given.*

1. A rock is \_\_\_\_\_ than a leaf. (heavy)
2. Our house is \_\_\_\_\_ than yours. (big)
3. The princess is \_\_\_\_\_ than the witch. (beautiful)
4. Tom is a \_\_\_\_\_ student than Mary. (good)
5. Bicycles are \_\_\_\_\_ than motorbikes. (safe)
6. July is \_\_\_\_\_ than January. (hot)
7. A lion is \_\_\_\_\_ than a cat. (dangerous)
8. Helen is \_\_\_\_\_ than Mary. (happy)
9. Computers are \_\_\_\_\_ than telephones. (expensive)
10. I think golf is \_\_\_\_\_ than football. (boring)

*Fill in the gaps with the superlative form of the adjectives given.*

1. It is the \_\_\_\_\_ shop in town. (large)
2. Monday is the \_\_\_\_\_ day of the week. (bad)
3. Ben was the \_\_\_\_\_ person in his family. (noisy)
4. Sam is the \_\_\_\_\_ in the \_\_\_\_\_ class. (popular)
5. Which is the \_\_\_\_\_ subject at school? (difficult)

6. Jim is the \_\_\_\_\_ player in the football team. (good)
7. Elephants are the \_\_\_\_\_ animals. (heavy)
8. Let's pick the \_\_\_\_\_ apple of the tree. (big)
9. Mary is the \_\_\_\_\_ girl in the class. (thin)
10. That is the \_\_\_\_\_ sofa in our house. (comfortable)

*Fill in the gaps with the comparative or the superlative form of the adjectives given.*

1. This armchair is \_\_\_\_\_ than the old one. (comfortable)
2. Trains are \_\_\_\_\_ than aeroplanes. (slow)
3. I bought the \_\_\_\_\_ souvenir I could afford. (expensive)
4. In this classroom there are \_\_\_\_\_ girls than boys. (many)
5. Ann is the \_\_\_\_\_ child in the family. (young)
6. That TV set is the \_\_\_\_\_ of all. (cheap)
7. You are \_\_\_\_\_ here than there. (safe)
8. Fifi is \_\_\_\_\_ than Kate. (pretty)
9. This is the \_\_\_\_\_ film I have ever seen. (exciting)
10. Tim is \_\_\_\_\_ than Peter. (talented)

**Fill in the correct form of the words in brackets (comparative or superlative).**

1. My house is (big) \_\_\_\_\_ than yours.
2. This flower is (beautiful) \_\_\_\_\_ than that one.
3. This is the (interesting) \_\_\_\_\_ book I have ever read.
4. Non-smokers usually live (long) \_\_\_\_\_ than smokers.
5. Which is the (dangerous) \_\_\_\_\_ animal in the world?
6. A holiday by the sea is (good) \_\_\_\_\_ than a holiday in the mountains.
7. It is strange but often a coke is (expensive) \_\_\_\_\_ than a beer.
8. Who is the (rich) \_\_\_\_\_ woman on earth?
9. The weather this summer is even (bad) \_\_\_\_\_ than last summer.
10. He was the (clever) \_\_\_\_\_ thief of all.

**Choose the correct option for these comparative and superlative adjective sentences.**

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**1. I am \_\_\_\_\_ my brother.**

- a) taller than
- b) the tallest

**2. She is \_\_\_\_\_ student in her class.**

- a) younger than
- b) the younger
- c) the youngest

**3. The dog is \_\_\_\_\_ the cat.**

- a) the older than
- b) older than
- c) the oldest

**4. The red jacket is \_\_\_\_\_ the blue jacket.**

- a) expensiver than
- b) more expensive than
- c) the most expensive

5. My mother is \_\_\_\_\_ in her family.

- a) the shorter
- b) the shorter than
- c) the shortest

6. I like sushi, but Chinese food is \_\_\_\_\_.

- a) better
- b) the better
- c) more better
- c) the bestest

7. My drink is \_\_\_\_\_ of all the drinks.

- a) colder than
- b) the coldest
- c) the most cold

8. My sister is \_\_\_\_\_ student in her class.

- a) smarter than
- b) the smarter
- c) the most smart
- d) the smartest

9. Those books are \_\_\_\_\_ than the other books.

- a) expensiver than
- b) more expensive than
- c) most expensive than
- d) the most expensive

10. Her brother is \_\_\_\_\_ soccer player on his team.

- a) the better
- b) better than
- c) the most good
- d) the best



Put the adjectives between brackets in the correct form

1. My brother has a (tidy)  room than me.
2. Australia is (big)  than England.
3. I'm (good)  now than yesterday.
4. She's got (little)  friends than you, but she doesn't care.
5. He thinks Chinese is (difficult)  language in the world
6. Valencia played (bad)  than Real Madrid yesterday.
7. Cats are not (intelligent)  as dogs.
8. Show me (good)  restaurant downtown.
9. (hot)  desert of all is the Sahara and it's in Africa.
10. Who is (talkative)  person in your family?

## CURRICULUM VITAE

### Personal Information

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